



The
UNIVERSITY
of **VERMONT**

Department *of* Social Work

UNDERGRADUATE PROGRAM BULLETIN

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Special Notice

This Bulletin is intended primarily for use by students in the B.S.W. Program. Statements contained in this Bulletin are subject to change without notice.

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INTRODUCTION

Welcome to the world of social work! The social work profession provides humane and effective social services to individuals, families, groups and communities for the purpose of enhancing social functioning and the quality of life for all people. Social workers work in a variety of settings, locally, nationally, and internationally, for example, in hospitals, public and private social service agencies and schools. They provide services in areas such as health, mental health and child welfare. The roles of professional social workers vary depending on the agency with which they are employed and the type of position they hold; however, typical duties might include intake, assessment, intervention, case management, group work, outreach, advocacy, counseling, community planning and organizing.

THE DEPARTMENT OF SOCIAL WORK

The Department of Social Work is one of three departments in the College of Education and Social Services. According to the mission statement of the College:

The College of Education and Social Services educates and prepares outstanding professionals in education, social work, and human services; engages in scholarship of high quality; and provides exemplary professional service to Vermont, nationally, and globally. We do this to create a more humane and just society, free from oppression, that maximizes human potential and the quality of life for all individuals, families and communities.

The philosophy, mission and educational objectives of the Department of Social Work complement the above mission statement.

Department and Program History

Social work education at UVM began with the establishment of the B.S.W. Program in 1978. The B.S.W. Program has been located in several academic units at UVM, most recently in the former Department of Special Education. In 1989, when the University began the M.S.W. Program, the Department of Social Work was formed as an academic unit in the College of Education and Social Services (CESS).

The first ten years of the Department entailed maintaining and enhancing the quality of the B.S.W. Program while developing the Department and the M.S.W. Program. One aspect of this has been to earn reaccreditation for the B.S.W. Program and initial accreditation for the M.S.W. Program in 1993 from the Council on Social Work Education (CSWE). This accreditation means the Program has met the high standards of CSWE and prepares students for careers in the professional field of social work. Both the M.S.W. and B.S.W. Programs were recently reaccredited through 2019.

The B.S.W. Program continuously evolves and refines its curricula offering in light of intellectual and social developments. The Program prides itself on being “cutting edge” in its substantive and instructional approaches. Faculty are active in pursuing scholarly interests and bringing new ideas to the classroom.

Department Mission Statement

The Department of Social Work at the University of Vermont, through its teaching, scholarship and public service, prepares students for entry level generalist professional social work practice; helps meet the human service needs of the State of Vermont, in particular, the needs of vulnerable populations; advances social work knowledge; and contributes to a more just world order.

In carrying out these activities, we affirm our commitment to human rights and social justice. Our educational programs will reflect this commitment by emphasizing the historical, social, and political contexts of social work knowledge and practices, the individual and collective strengths of people served by social workers, the values, and ethical standards of the social work profession, and our active opposition to all forms of oppression. We will prepare our graduates with the knowledge, skills, and values to work with individuals, families, groups, organizations and communities in ways that respect, enhance, and support human dignity, is oriented toward strengths-based and relational understandings and practices, and guided by principles of human rights and social justice.

Social Work Practice Communities

The Department has numerous enriching connections to the local, national, and international social work practice communities. Local ties include relationships with field education instructors, Community Advisory Council members, alumni, and colleagues with whom faculty members collaborate as practitioners and scholars in Burlington and across the state. National ties include relationships with social work colleagues in professional associations, in research projects, on editorial review boards, on interprofessional commissions, and in other professional practice and scholarship enterprises. International ties include scholarly and practice relationships with social workers in international associations, regional and national organizations, global and regional social movements, and academic institutions located in other countries.

Faculty members provide field instructor seminars and in-service training; co-sponsor conferences; serve on boards and councils; participate in NASW (the National Association for Social Workers) and CSWE (the Council on Social Work Education); and design, evaluate, and provide services and technical assistance in collaboration with various communities. Relationships with national and international social work and interprofessional practice communities, indigenous and refugee communities, and grass roots activist communities influence the Department's commitments to protecting and promoting multi-cultural, socially just policies and professional practices. Likewise, these commitments and ties to various communities shape the content and methods of the Department's teaching, research, writing, and service.

Philosophy

Underlying the mission and the goals of social work programs in the Department is a set of core, interrelated beliefs that provide an orientation to the way in which social work is understood and practiced. We label these beliefs as the strengths perspective, critical social construction, human rights, and social justice.

A strengths perspective affirms the basic dignity, resourcefulness, resilience, and adaptability of people and their capacity for transformational growth and change. It orients services toward

people's capabilities, triumphs, and resources, and encourages the development of social policies and research that identify, nurture, and support these qualities. Strengths-oriented social work honors difference and diversity. Social workers practicing from a strengths perspective respect the unique life worlds of the people they serve and recognize the creative and supportive potential of heterogeneous communities. Thus, they support the multiple ways in which people choose or feel compelled to live their lives and work against social processes that marginalize. The value-explicit position of the strengths perspective and its emphases on social processes and language place it within the broader conceptual framework of critical social construction.

Critical social construction provides a conceptual framework for understanding, and analyzing knowledge claims, and for generating new perspectives. From a constructionist standpoint, knowledge is created through historically, culturally, and politically situated processes of social interchange rather than being the product of individual minds or a reflection of the external world. By viewing people and their environments, as well as knowledge of people and their environments, as historically and socially embedded, critical social construction both supports and extends social work's traditional person-in-environment perspective. Within social construction's social relational view of knowledge, language is the primary currency, not merely mirroring the world but constituting it. This orientation highlights the linguistic and regulatory influences of the cultural, institutional, structural, and interpersonal contexts within which language is shaped and expressed. By unfettering knowledge from a foundational view of truth, social construction invites and legitimates multiple analytic frameworks and forms of knowledge, and value-explicit inquiry and practice. Since no one perspective is considered to have privileged access to truth, social construction supports intellectual diversity and tends to oppose the elimination or suppression of forms or models of understanding. As a sociohistorical product, knowledge is intimately connected to power. This connection encourages social workers to engage in "oppositional discourses of criticism and resistance"¹. These qualities of critical social construction connect it with the Program's third emphasis on human rights and social justice.

Human rights and social justice provide the moral grounding for social work practice and research. These concepts reflect our belief that all people should fully participate in the culture's construction of the good and the real². They direct social work resources and activities toward people who are oppressed and marginalized. Since respect for basic human rights (freedom and well-being) provide the necessary conditions for a just society, they are both the starting points and ultimate criteria by which we judge the value of social work practice and research. Social workers contribute to a just society by helping to create the structural arrangements and social processes in which these fundamental rights are honored, and resources are obtained and distributed in an equitable manner.

The above philosophy defines the conceptual parameters and commitments of the Program. It articulates the assumptions that underlie the curriculum and outlines our vision of professional social work. This framework is further refined through the mission statement and program goals.

¹ Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern* (p. xvii). London: Routledge.

² Gergen, K.J. (1994). *Realities and relationships* (p. 180). Cambridge: Harvard University Press.

Program Goals

1. Provide students with knowledge of social work values and ethics and the skills for their expression in generalist social work practice.
2. Prepare students for entry level professional social work practice in a variety of human service settings.
3. Inspire students to commit to a vision of social work practice based on human rights and social justice.
4. Prepare students with the knowledge and skills necessary to carry out various practice roles with people from diverse backgrounds across multiple levels and settings.
5. Help students understand human problems and their solutions as historically and contextually embedded.
6. Provide students with the knowledge and skills to develop and implement programs and practices based on a strengths perspective.
7. Prepare students with entry-level, generalist knowledge and skills relevant to working with people who are devalued, oppressed, and/or under served.
8. Provide students with the values, knowledge, and skills necessary for the critical analysis of social theory, policy, practice and research.
9. Prepare students to understand the importance of ongoing professional values and development and to enhance skills of critical self-reflection and renewal.

Educational Policy and Accreditation Standards (EPAS) Core Competencies *(as established by the Council on Social Work Education)*

The overall objectives of the B.S.W. Program are to prepare students with core competencies for beginning social work generalist practice and to prepare students to make informed, educated and responsible contributions to society. Toward these ends, the B.S.W. Program is designed to enable students to:

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2 Apply social work ethical principles to guide professional practice.
- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- 2.1.4 Engage diversity and difference in practice.
- 2.1.5 Advance human rights and social and economic justice.
- 2.1.6 Engage in research-informed practice and practice-informed research.
- 2.1.7 Apply knowledge of human behavior and the social environment.

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

2.1.9 Respond to contexts that shape practice.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PROFESSIONAL DEVELOPMENT

Ongoing Evaluation

The B.S.W. Program Committee engages in continuous evaluation of students at all levels of their academic progress. At the end of each semester, the B.S.W. Program Committee members will review students' academic progress and professional performance (please see **Policies and Procedures** section for the **Protocol for the Review of Student Progression**). Faculty, advisors, and appropriate others may be consulted in this process.

The Department of Social Work reserves the right to require the withdrawal of any student whose academic record, performance, or behavior in the professional program is judged unsatisfactory. Any student has the right to appeal a decision.

Professional Conduct

As part of professional preparation and development, exploring the skills that students have learned and modeled in their courses and/or volunteer work is fundamental to progressing through the B.S.W. Program. In order for a B.S.W. student to advance in the Social Work curriculum, and ultimately enter the Field Practicum, students must conduct themselves in a manner consistent with the NASW Code of Ethics, the values of the social work profession and the Department of Social Work. It is expected that students will demonstrate this professional conduct in all settings (formal and informal) related to their membership in the Department and the profession, including the University, the field agency, and the community. Likewise, it is expected that they will apply this standard in all interactions (formal and informal) with staff, students, faculty, and others with whom they come in contact through their involvement in the B.S.W. Program.

Rubric for Assessing Professional Development

The purpose of this rubric is for students to understand the values of professional behavior in social work. It also provides students with the opportunity to assess their own professional development on an on-going basis, while engaging in dialogue with their academic advisors about areas of strengths and challenges for them.

Students are expected to come to their academic advising sessions prepared with a completed **Rubric for Assessing Professional Development** and a printed copy of their CATS Report. These documents will be kept in students' advising folders following student meetings with their advisors. The assessment will be reviewed by the B.S.W. Program Committee at the end of each semester (see **Policies and Procedures** section for the **Protocol for the Review of Student Progression**). It will also be included as a part of the Field readiness process in the spring of the junior year.

 Student's Name

 Date Completed

Rubric for Assessing Professional Development

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
1. Attendance: Attend classes and meetings.	I have missed 20% or more of total class time in one or more of my classes.	I have missed class for reasons that are not necessarily rare or unusual but rather for my own convenience.	I attend all of my classes except in rare or unusual circumstances.	I attend all my classes.	
2. Punctuality: Be punctual and engaged.	I have been late to class or left early from class three or more times in any given semester.	I have occasionally been late to class or left early from class but no more than twice per semester.	I am on time and stay until the end for all of my classes except in rare or unusual circumstances.	I am always on time and stay until all of my classes end.	
3. Manage communications and contacts.	I don't usually contact the instructor to inform her/him of my tardiness to or absence from class and therefore, provide no rationale.	I contact the classroom instructor or Field Instructor to inform her/him of my tardiness/absence, but I do it after my presence was expected.	I contact the instructor prior to the beginning of class (or Field) to inform him/her of tardiness or absence except in emergencies and then I contact the instructor immediately thereafter.	I always contact my instructor prior to the beginning of class (or Field) to inform her/him of anticipated tardiness, illness, etc.	
4. Demonstrate respect and support in relationships.	I am frequently disrespectful to and non-supportive of classmates, staff, faculty or clients.	I am occasionally disrespectful to and non-supportive of classmates, staff, faculty or clients.	I am usually respectful and supportive to classmates, staff, faculty, and clients.	I am always respectful and supportive to classmates, staff, faculty and clients.	
5. Demonstrate self-awareness.	I rarely show self-awareness about the impact of my verbal and non-verbal communications.	I only occasionally show self-awareness about the impact of my verbal and non-verbal communications.	I almost always maintain a high level of self-awareness about the impact of my verbal and non-verbal communications.	I always maintain a high level of self-awareness about the impact of my verbal and non-verbal communications.	
6. Demonstrate awareness and responsiveness to diversity.	My classroom interactions rarely reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions only occasionally reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions almost always reflect respect and appreciation of diverse opinions, experiences, and/or people.	My classroom interactions always reflect and appreciation of diverse opinions, experiences, and/or people.	

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
7. Demonstrate collegiality and collaborative interactions.	I have not demonstrated collaborative skills in my work with others, and my relationships with my classmates have been affected by this.	I am reluctant to collaborate with others and struggle with maintaining positive relationships.	I almost always work collaboratively with all team members while relating easily and positively with others.	I always work collaboratively with all team members, while relating easily and positively with others.	
8. Strive for a high level of Oral Expression.	I consistently get feedback from instructors that my oral expression is unprofessional.	My professional oral expression is challenging for others to understand. It may contain grammatical errors or slang words or it may be poorly organized.	I am usually articulate and professional in my oral expression.	I am always articulate and professional in my oral expression.	
9. Strive for a high level of Written Expression.	I consistently get feedback from instructors that my written expression is unacceptable or unprofessional. Papers may not be accepted without revisions, or grades may be reduced significantly because of the writing.	My written work lacks clarity and has some errors. When asked to use APA guidelines, I do this incorrectly.	I almost always express ideas/concepts clearly with very few errors and use APA guidelines when required.	I always express ideas/concepts clearly with an absence of errors, and I use APA referencing accurately.	
10. Demonstrate Self-Initiative, Reliability and Dependability.	I rarely take initiative to plan my work and complete it in a timely manner. I rarely get the reading done or leave enough time to turn in my best work.	I only occasionally take initiative to plan my work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and print written assignments.	I almost always take initiative to plan my work and complete it in a timely manner.	I always take initiative to plan my work and complete it in a timely manner.	
11. Demonstrate evidence of motivation to improve one's self. Responds to suggestions and feedback.	I have not demonstrated that I am receptive to suggestions and feedback from others, and, therefore, make no effort to adjust my performance accordingly.	I am usually receptive to suggestions and feedback but I don't adjust my performance accordingly.	I am almost always receptive to suggestions and feedback and adjust my performance accordingly.	I am always receptive to suggestions and feedback from others, and I adjust my performance accordingly.	

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
12. Be knowledgeable about the Professional Conduct Policy in the B.S.W. Program Bulletin and Field Education Manual.	I was unaware that the B.S.W. Program had a policy of this nature.	I am aware that a Professional Conduct Policy exists within the B.S.W. Program, but I am unfamiliar with it and don't know where to find it.	I am aware of and do follow the Professional Conduct Policy in the B.S.W. Program Bulletin and Field Education Manual.	I demonstrate exemplary knowledge of the Professional Conduct Policy in the B.S.W. Program Bulletin and Field Education Manual, and I always conduct myself accordingly.	
13. Show respect and use the NASW Code of Ethics (especially confidentiality).	I am unaware of the NASW Code of Ethics.	My knowledge of the NASW Code of Ethics is not evident in my thinking or my behavior.	I respect the NASW Code of Ethics which is evident in both my thinking and behavior.	I consistently demonstrate leadership with my colleagues in discussions of ethical issues.	
14. Professional Attire: Demonstrate respect for the professional environment through style of dress.	I don't see the connection between my style of dress and the professional impression I communicate. I rarely come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	I am unclear about the connection between my style of dress and the professional impression I communicate. I occasionally come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	I understand the connection between my style of dress and the professional impression I communicate. I usually come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity. For example, my clothing could be described as clean, neat and modest. I choose not to wear hats or sunglasses indoors.	I understand and can explain the connection between my style of dress and the professional impression I communicate. I always come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.	
15. Use Departmental communications.	I never check my mailbox in the S.W. Dept. or my UVM designated e-mail account (the one the Dept. has on record), and therefore I am unresponsive to the contents of these communications.	I rarely check my mailbox in the S.W. Dept. or my UVM designated e-mail account (the one the Dept. has on record), and my response to the contents of these communications is therefore delayed or non-existent.	I consistently check my UVM designated e-mail account (the one the Dept. has on record) and my mailbox in the S.W. Dept. I consistently respond in a timely manner.	I consistently demonstrate leadership with my colleagues with regard to e-mail and other methods of communication.	

PROGRAM CURRICULUM

The B.S.W. Program prepares students for generalist social work practice based on a liberal arts education in the social sciences and humanities. Career opportunities in the profession of social work, as well as graduate education opportunities, are explored. The student, in consultation with his/her advisor, selects elective courses that can complement the student's development as a social work practitioner and allow him/her to pursue individual interests.

The B.S.W. Program requires students to complete 48 credits in Social Work and 74 credits in General Education (primarily in the liberal arts and sciences). Twenty-nine of these 74 credits are fulfilled through specific course requirements and the remaining 45 credits are considered General Education Electives (for a total of 122 credits). Students are encouraged to consider courses that are related to, or will enhance, their Social Work Program. To graduate in four years, students need to take an average of 15.25 credits per semester.

Required General Education Courses

English Elective – Three credits

Humanities Elective (Religion, Foreign Language, Philosophy) – Three credits

Non-European Course Elective – Three credits. With advisor approval, the student chooses a course focusing substantially on issues concerned with Africa, Latin America, Asia, the Middle East, or other non-European/non-Western cultures.

Required Liberal Arts Courses

In order to best prepare students for professional social work education and generalist social work practice, undergraduate Social Work majors are required to successfully complete the required liberal arts courses listed below. These courses serve as the foundation of B.S.W. students' conceptual framework from which to further develop their repertoire of relevant theories and knowledge which will be applied to their social work practice.

BIOL 003: *Human Biology* (or a course in human biology suitable for social workers) – For non-science majors. Selected biological topics relevant to humans, such as cancer, human genetics, AIDS, environmental toxicants; biological concepts necessary for understanding these problems. Three credits.

Or –

SWSS 005: *Biosociopolitical Issues in Social Work* – Outlines the organ systems of the human body and then extrapolates from the biological into the sociopolitical. Bioethical dilemmas, environmental racism, multiple chemical sensitivity studied from a social work perspective. Three credits.

BIOL 003 and SWSS 005 serve to broaden Social Work students' understanding of biological topics particularly relevant to social work practice (for example, cancer, human genetics, and AIDS). Only one of these courses is required.

EC 011: *Principles of Macroeconomics* – Introduction to economic concepts, institutions, and analysis, particularly as related to the economy as a whole. Three credits.

EC 011 is required in order for students to acquire a basic understanding of economic concepts and analysis so that they will further understand the implications of social policy and the

economic system for the people with whom students will work in their service-learning projects, Field Practicum, and future social work practice.

POLS 021: American Political System – Institutions, processes, and problems of American government. Three credits.

POLS 021 provides students with a foundation for understanding the American government. This course also serves as a prerequisite from which to further develop one's knowledge of social welfare issues and policies.

PSYC 001: General Psychology – Introduction to the entire field, emphasizing the behavior of the normal adult human being. Three credits.

PSYC 152: Abnormal Psychology – Describing and defining abnormal behavior, models of etiology, research evidence for biological and social models, methods of intervention and prevention. Prerequisite: PSYC 001. Three credits.

PSYC 001 introduces students to theories surrounding adult behavior which is deemed as normal. PSYC 152 describes the current diagnostic system, contemporary theories of abnormal behavior, as well as current and historical treatment approaches to abnormalities. Both of these courses are critical introductory courses for the B.S.W. Program, as they expose students to commonly held theories about human behavior. These courses challenge Social Work students to explore alternative theories and perspectives.

SOC 001: Introduction to Sociology – Fundamental principles and problems in the sociological analysis of the structure and dynamics of modern society. Three credits.

SOC 001 exposes students to fundamental principles and problems with sociological analysis of the structure and dynamics of modern society. This course serves as a foundation to exploring systems and organizations and the relationship with human behavior in later Social Work courses.

Students are required to obtain a minimum grade of “C –” in each of the above liberal arts courses.

Social Work Courses

The Social Work curriculum prepares students for generalist social work practice. Social work theory, knowledge, values and skills are taught through classroom and community field experiences. Students in the Social Work Practice courses are expected to make and record linkages between learning in class and experiences in their SWSS 003 community field placement. The Field Experience provides in-depth, sustained opportunities to apply theory in practice and develop beginning social work skills under supervision. The following are the catalogue descriptions of the Social Work courses:

SWSS 002: Foundations of Social Work – Introduction to the profession of social work, its functions, values, knowledge, and the problems it addresses. Three credits.

SWSS 003: Human Needs and Social Services – Students provide volunteer service in a human service agency, relate observations to theory about clients, agency structure, programs, and operations, and assess their commitment to the profession of social work. Prerequisite: SWSS 002 or permission of instructor. Three credits.

SWSS 005: *Biosociopolitical Issues in Social Work* – Outlines the organ systems of the human body and then extrapolates from the biological into the sociopolitical. Bioethical dilemmas, environmental racism, multiple chemical sensitivity studied from a social work perspective. Three credits.

SWSS 007: *Quantitative Methods in Social Work Research (elective)* – Introduction to statistics found in social work practice, policy and research. Three credits.

SWSS 060: *Racism and Contemporary Issues* – Study of perception, conceptualization, and comprehension of racism. Strategies, techniques, and procedures to identify and decrease many facets of racism. Three credits.

SWSS 140: *Social Work with Indigenous Communities: The Abenaki in Vermont (elective)* Examination of the history, traditions, belief systems and cultures of the Native Peoples of Vermont and the Northeastern United States. Prerequisite: Social Work major with junior or senior standing or permission. Three credits.

SWSS 147: *Theories in Social Work I* – Exploration and critical analysis of various theories and perspectives that may be used to promote or deter individuals and families in accessing resources necessary for achieving or maintaining optimal health and well being. Prerequisites: SWSS 002, 003 or permission of instructor. Three credits.

SWSS 148: *Theories in Social Work II* – Examination of traditional theories and alternative perspectives as a means of understanding how human behavior affects and is affected by social and economic forces, with the focus shifting to families, groups, organizations, communities, and global/international systems. Prerequisite: SWSS 147. Three credits.

SWSS 150: *Independent Study* – Independent study of special issues not within the boundaries of an existing course. Prerequisites: Social Work major, permission, pre-arrangement. Credit as arranged.

SWSS 160: *Social Work Practice in Child Protection, Family and Youth Support Services (elective)* – Exploration of various perspectives on causes, ways of understanding, and responses to the abuse, neglect and protection of children and young people in community, family and cultural contexts. Prerequisite: Social Work major with junior or senior standing or permission. Three credits.

SWSS 163: *Theory and Practice Integration Seminar* – Bridges theories studied in pre- and co-requisite courses (e.g., Theories I & II, Policy I & II, Research) to senior year practice and field practicum. Provides practical application of the theories. Prerequisites: SWSS 002, 003, 005, 147, 164, 165. Co-requisites: SWSS 148, 166, or permission. Three credits.

SWSS 164: *Introduction to Social Work Research* – Introduction to models and methods of social research from a social work perspective. Prerequisites: SWSS 002, 003, 005. Co-requisites: SWSS 147, 165, or permission. Three credits.

SWSS 165: *Issues and Policy in Social Welfare I* – Introduction to economic, political, historical, and social forces that influence the development and implementation of social welfare policy. Prerequisites: SWSS 002, 003, 005. Co-requisites: SWSS 147, 164, or permission. Three credits.

SWSS 166: *Issues and Policy in Social Welfare II* – In-depth examination of social welfare policy and accompanying social services in the U.S.; major policy analysis models presented and used. Prerequisites: SWSS 002, 003, 005, 147, 164, 165. Co-requisites: SWSS 148, 163, or permission. Three credits.

SWSS 168: *Social Work Practice I* – Social work theory and practice methods employed by social workers in providing services to individuals, families and small groups. Prerequisites: Social Work major, senior standing, concurrent enrollment in SWSS 171 and SWSS 173. Three credits.

SWSS 169: *Social Work Practice II* – Social work theory and practice methods employed by social workers in providing services to groups, organizations and communities. Prerequisites: Social Work major, SWSS 168, concurrent enrollment in SWSS 172 and SWSS 174. Three credits.

SWSS 171: *Field Experience Seminar I* – Weekly seminar taken in conjunction with SWSS 173, Field Experience. Prerequisites: Social Work major, senior standing, concurrent enrollment in SWSS 168 and SWSS 173. Three credits.

SWSS 172: *Field Experience Seminar II* – Weekly seminar taken in conjunction with SWSS 174, Field Experience. Prerequisites: Social Work major, successful completion of SWSS 168, SWSS 171 and SWSS 173, concurrent enrollment in SWSS 169 and SWSS 174. Three credits.

SWSS 173: *Field Experience I* – Practice experience under the supervision of a qualified field instructor in a social service agency, 15 hours each week for a total of 225 hours for the semester. Prerequisites: Social Work major, senior standing, concurrent enrollment in SWSS 168 and SWSS 171. Six credits.

SWSS 174: *Field Experience II* – Practice experience under the supervision of a qualified field instructor in a social service agency, 15 hours each week for a total of 225 hours for the semester. Prerequisites: Social Work major, successful completion of SWSS 168, SWSS 171 and SWSS 173, concurrent enrollment in SWSS 169 and SWSS 172. Six credits.

Recommended B.S.W. Program Course Sequence

	Semester/Credits		
<u>First Year</u>	<u>Fall</u>		<u>Spring</u>
SWSS 002	3	or	3
SWSS 003	3	or	3
POLS 021 (Political Science)	3	or	3
BIOL 003	3*		
<i>or</i>			
SWSS 005 (Biosociopolitical Issues in Social Work)			3*
PSYC 001 (Psychology)	3	or	3
SOC 001 (Sociology)	3	or	3
Electives			
Non-European Elective			
<u>Sophomore Year</u>	<u>Fall</u>		<u>Spring</u>
SWSS 060	3	or	3
EC 011 (Macroeconomics)	3	or	3
PSYC 152 (Abnormal Psychology)	3	or	3
Electives			
<u>Junior Year</u>	<u>Fall</u>		<u>Spring</u>
SWSS 147	3*		
SWSS 148			3*
SWSS 163 (<i>this year only; in 2014/2015 offered in spring</i>)	3	or	3
SWSS 164	3*		
SWSS 165	3*		
SWSS 166			3*
Electives			
<u>Senior Year</u>	<u>Fall</u>		<u>Spring</u>
SWSS 168	3*		
SWSS 169			3*
SWSS 171	3*		
SWSS 172			3*
SWSS 173	6*		
SWSS 174			6*
Electives			

Recommended Electives: Additional courses in economics, education, political science, psychology, sociology, statistics, special education, and women's studies.

* Course offered 1 semester only. If not taken in recommended sequence, student must wait a year for next offering. Liberal arts courses may conflict with Social Work course offerings.

Additional Scheduling Information

Certain courses may offer unusual circumstances for which students must accommodate their schedules. For example, SWSS 166: *Issues and Policies in Social Welfare II* requires some additional and or separate meeting time. Students in SWSS 166 are required to attend periodic legislative meetings in Montpelier. Carpooling or the free commuter bus is strongly encouraged. Students will be presented with choices of dates for legislative work at the beginning of the semester.

From time to time, other relevant and pertinent exceptions to course schedules will need to be made. Faculty members will provide students with scheduling expectations as soon as they are available.

Minimum Grade Requirements

Students must meet the following grade requirements for successful completion of the Program:

1. Completion of the ***required liberal arts courses with a minimum grade of “C –”***;
2. Completion of the ***initial Social Work courses*** (SWSS 002, 003, 005, 060) ***with a minimum grade of “C”***;
3. Completion of the ***upper level Social Work courses*** (SWSS 147, 148, 163, 164, 165, 166, 168, 169, 171, 172, 173, 174) ***with a minimum grade of “B” and an overall G.P.A. in all courses of 2.0.***

INTERNATIONAL AND CROSS-CULTURAL STUDY

The Department of Social Work strongly encourages the positive aspects of studying and living in another culture. We wholeheartedly believe it can be an enriching experience for students. Because of the demands of our accrediting body, the Council on Social Work Education (CSWE), Practice courses (SWSS 168 and 169) must be taken in an accredited social work program. If you are considering any formal off-campus study, careful planning with your advisor is essential. **The Social Work curriculum is carefully structured to make studying abroad in the *spring semester of the sophomore year* ideal.**

For students who choose the sophomore spring semester for study abroad, the Social Work courses which they missed (or will miss) while abroad must be made up when they return to campus or before they leave. When the planning process is started very early, students are usually able to make a satisfactory plan and still graduate on time. We hope that many students will have this wonderful opportunity, and we will assist students in any way we can.

THE FIELD EXPERIENCE

Application for Field

In the last semester of the junior year, Social Work majors meet with their advisors to evaluate their readiness and preparation for the Field. They review together:

1. The **Rubric for Assessing Professional Development**
2. The student's academic progress, noting any needs for continuing course work, and
3. Specific course and grade point requirements.

Advisors sign off on the **Field Experience Pre-Planning form**, noting any particular issues that require the attention of the Field Education Coordinator.

Students then submit their **Rubric for Assessing Professional Development, Pre-Planning form, Field Application**, and **current resume** to the Field Education Coordinator and schedule a meeting to discuss options for the internship.

Please be aware that many field placement agencies require a Criminal Records Check for students placed at these sites. The individual agencies are responsible for conducting these checks, and will discuss the process with assigned interns. For students who have a record of felony conviction, placement options may be limited. Many employers and state social work licensing boards also have policies regarding criminal histories which may limit employment and licensure options.

General Criteria for Acceptance into the Field

1. A minimum grade of "C –" in the required liberal arts courses (Biology 003, SWSS 005 or a course in human biology suitable for social workers, Economics 011, Political Science 021, Psychology 001, Sociology 001 and Psychology 152).
2. Completion of the initial Social Work courses with a minimum grade of "C" (SWSS 002, SWSS 003, SWSS 060) and completion of the upper level Social Work courses with a minimum grade of "B" (SWSS 147, SWSS 148, SWSS 163, SWSS 164, SWSS 165, SWSS 166);
3. Senior status at the start of the field placement;
4. B.S.W. Program Committee approval based on the Student Professional Development Rubric and general criteria.

The Field Experience (SWSS 173/174), Field Experience Seminars (SWSS 171/172), and Social Work Practice courses (SWSS 168/169)

Social Work seniors participate in an educational field experience over the course of two semesters. This experience provides an opportunity for students to apply classroom learning and gain experience in actual practice. Field internships are formally arranged and approved by the Field Education Coordinator. Students are placed in a public or private social service

agency for a full academic year for a minimum of 225 hours each semester (6 credits each) and a total of 450 hours (12 credits) over the course of the year.

The Field Experience, Field Experience Seminars, and Social Work Practice courses are always taken together. In the fall semester, students register for *SWSS 173: Field Experience I* for 6 credits, concurrently with *SWSS 171: Field Experience Seminar I* and *SWSS 168: Social Work Practice I* for 3 credits each. In the spring semester, students enroll in *SWSS 174: Field Experience II* (6 credits), as well as *SWSS 172: Field Experience Seminar II* (3 credits) and *SWSS 169: Social Work Practice II* (3 credits). This allows students 3-6 credits for remaining electives during the senior year.

PASS/NO PASS

Social Work degree students not on academic trial are permitted to take as many as six courses during their undergraduate career on a pass/no pass basis beginning in the sophomore year. However, these courses must not include any that are *required* by the Department or the College, either for the major or for the degree. Only those courses which are free electives (i.e., without condition and thus fulfilling no requirement) may be taken as pass/no pass. The procedure for obtaining pass/no pass status is outlined in the *University of Vermont Catalogue, 2013-2014*.

FOREIGN LANGUAGE RECOMMENDATIONS

While the B.S.W. Program does not require students to complete a foreign language course, the B.S.W. Program Committee strongly recommends that students take a foreign language. Please note that more and more social work positions require workers to be fluent in Spanish, and that a Spanish course would fulfill the Program's Humanities elective requirement.

PHI ALPHA HONOR SOCIETY

The Department of Social Work is pleased to announce its membership in the national social work Phi Alpha Honor Society. The purposes of the 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. Undergraduate students are eligible for membership after achieving the following requirements:

1. Declared Social Work as a major,
2. Achieved sophomore status,
3. Completed 9 semester hours of required Social Work courses,
4. Achieved an overall grade point average of 3.4, and
5. Achieved a 3.5 grade point average in required Social Work courses.

UNDERGRADUATE TEACHING ASSISTANTSHIP

The purpose of the teaching assistantship is to offer selected students an opportunity to support faculty with course delivery and further develop the student's leadership skills. Students may be invited to become a teaching assistant at any time following successful completion of the particular course to which they are being invited.

Students engaged in an undergraduate teaching assistantship register for an independent study course with the mentoring faculty member. Responsibilities may include being part of a teaching team that involves co-creating curriculum, supporting peers in their service-learning work, being a resource to one's peers as they complete course assignments, monitoring reflection journals, planning a lesson and presenting it, assisting with the creation of quizzes and other classroom assignments, as well as possibly facilitating discussion groups and study sessions.

PLANNING FOR GRADUATE STUDY IN SOCIAL WORK

For students considering applying for Advanced Standing in graduate social work programs, the following recommendations should be considered:

Statistics:

A statistics course is often a pre-requisite of most MSW programs. There are at least two options for meeting this pre-requisite while at UVM.

Statistics 141: Basic Statistical Methods can be taken at any time and will count as a three credit elective on the student's academic transcript.

Or --

Students may be interested in taking SWSS 007: Quantitative Research Methods in Social Work during a summer session to fulfill this pre-requisite for graduate study in social work. This course will also count as a three credit elective on the student's academic transcript.

Graduate Record Exam (GRE):

It is recommended that students applying to MSW programs should complete their GRE's by mid-October of their senior year if they would like to commence an Advanced Standing program the following summer.

Applying to Graduate Programs in Social Work:

Students are strongly encouraged to discuss graduate education planning with their advisors, as well as UVM Career Services as soon as possible. Information about accredited graduate programs can be found on the World Wide Web at www.CSWE.org. From this website, students can link to individual schools' program websites.

Generally, applications for Advanced Standing programs are due beginning in December. Many graduate programs have rolling admissions policies. However, the sooner one applies, the more competitive s/he can be with accessing financial supports for graduate study (i.e., research and teaching fellowships).

POLICIES AND PROCEDURES

PROGRAM ADMISSIONS PROCESS

First-year and transfer students from other institutions declaring Social Work are accepted as majors. During their first two years, students complete both the basic Social Work requirements (i.e., SWSS 002, SWSS 003, and SWSS 060) and the liberal arts requirements (i.e. SWSS 005 or BIOL 003, ECON 011, POLS 021, PSYC 001, SOC 001, and PSYC 152).

Policies and Procedures for Transferring from Other UVM Programs

Students wishing to transfer to the Department of Social Work from within the University of Vermont must complete the College of Education and Social Services Request for Transfer Form. Applicants must meet minimum admission criteria which include a grade point average of 2.5. Any exception to this requirement is made on a case-by-case basis. Applicants first consult with the Director of the Office of Student Services for the College of Education and Social Services to verify that they meet eligibility standards for transfer. Students interested in transferring to the Department of Social Work must then arrange to meet with the B.S.W. Program Coordinator to discuss the profession of social work, as well as the content and structure of the major. Students are required to bring an up-to-date transcript to this meeting so that an Individual Student Program Plan may be developed.

Transfer of Credit

All social work courses from other social work programs are reviewed by the Office of Transfer Affairs (656-0867) and evaluated on a case-by-case basis to determine whether they are substantially equivalent to the B.S.W. Program's course work for purposes of transfer credit. The B.S.W. Program Coordinator, along with members of the B.S.W. Program Committee and/or the appropriate teaching faculty member, take responsibility for ensuring that the courses being transferred are compatible with the relevant CSWE evaluative standards and the Curriculum Policy Statement.

Introductory social work courses from non-accredited social work programs are reviewed for compatibility with our B.S.W. Program's introductory courses. All other social work courses from non-accredited social work programs may only be transferred as electives. Course work from accredited social work programs are reviewed for compatibility with our courses. Both the B.S.W. Program Coordinator and faculty assigned to teach specific courses review course syllabi (which include course objectives, content outline, learning activities, theoretical frames of reference, and bibliographies) to determine whether they meet equivalent course requirements.

Life and Work Experience Credit

No formal course credit is given for life or work experience. However, the faculty in the Department of Social Work believe that all life and work experiences help to enrich students' understanding and potential application of theory to practice.

ATTENDANCE POLICY

The Relationship between Attendance, Participation, Group Learning and Personal and Professional Learning

The B.S.W. Program requires regular class attendance in addition to the satisfactory completion of course assignments in order to pass any Social Work courses. Sound professional social work practice relies on a rich mix of personal and professional learning. Although this occurs in a variety of venues during your B.S.W. academic preparation, a primary location of this learning takes place in class. Through lectures, class discussions, group activities, films, and the presence of special guests, the knowledge, skills, and values of the social work profession are explored, strengthened, and integrated. While satisfactory completion of papers and exams is expected and necessary, it is not sufficient preparation. Professional social work practice requires whole person learning. The personal, interpersonal, and group learning that comes from regular attendance in class is designed to enable the professional use of “self-as-instrument”. Your presence in class, therefore, is critical to your personal and professional learning, as well as your learning colleagues’ development and is expected.

This is consistent with the University of Vermont policies on attendance and statements made by accrediting and professional social work organizations, as well as basic respect for your learning colleagues in classroom and group activities.

The University of Vermont:

“Students are expected to attend all regularly scheduled classes. The instructor has the final authority to excuse absences. It is the responsibility of the instructor to inform students of his or her policy for handling absences and tardiness, and the penalties imposed . . . It is the responsibility of the student to inform the instructor regarding the reason for absence or tardiness from class, and to discuss these with the instructor in advance wherever possible” (The University of Vermont Catalogue).

Specifics:

- We assume that learning is the enterprise we are all engaged in together and that in-class learning is central to your development and proficiency with the knowledge, skills, and values of the profession.
- If you miss three, one-hour-and-fifteen-minute classes OR one, three-hour class, it is your responsibility to make an appointment with your course instructor to engage in additional learning to address the learning opportunities you missed in class.

Absence of more than 20% of in-class learning may result in a grade of “F” for the course.

PROTOCOL FOR THE REVIEW OF STUDENT PROGRESSION

Goal: To review students' academic performance and professional conduct in a regular and ongoing manner in order to recommend promotion or to engage in a planning process to address reasons either for not recommending promotion or reasons for recommending promotion with additional support and expectations.

Process:

1. The B.S.W. Program Committee will meet at the end of each semester to conduct this review and make these recommendations.
2. Students will have knowledge of this protocol through a once-a-semester e-mail correspondence, reminders in introductory classes, and through a written statement located in the B.S.W. Program Bulletin.
3. During the review itself, each student's name will be read and one of three responses are possible:
 - a. No concerns – promotion is immediately recommended.
 - b. Minimal concerns – promotion recommended with support plan to be worked out between course instructor(s) and advisor.
 - c. Serious concerns – promotion is not recommended and there is a formal committee/subcommittee response.

Formal Committee/Subcommittee Response to Serious Concerns:

1. This meeting will take place within ten (10) working/business days of the B.S.W. Program Committee Meeting in which the non-promotion recommendation was made.
2. The student will be notified immediately in writing of this recommendation and will be given the opportunity to meet with the committee for discussion. Students will also be given an opportunity to bring a "support person" to the meeting, if desired.
3. The discussion will include:
 - a. Why promotion is not being recommended,
 - b. Student response to the recommendation,
 - c. Open discussion and suggestions for a plan to address concerns,
 - d. Identification of the faculty person(s) to support the student in carrying out his/her plan,
 - e. A notation in the student's academic file.

REQUEST FOR EXCEPTIONS

Students desiring to request an exception to program policies or procedures (i.e., taking courses out of order) are to consult with their advisors. Initially, the advisor's role in this process is to assist the student to clarify the nature of and reason for the request. As part of this discussion, the advisor ensures that the student understands the policies and procedures in question and their rationale. For example, due to the size of the Program, courses are offered only once a year. Therefore, delay in taking some courses can prohibit a student from being able to take courses in a subsequent semester. Likewise, the advisor ensures that the student understands the implications of an exception for completing the Program in the time expected by the student. If the student decides to make a formal request, the advisor explains the process for doing so and the responsibilities of the faculty members who will be involved (including the advisor).

If a student decides to pursue a **request for an exception**, the advisor's responsibilities involve carefully and respectfully assisting the student to follow the designated process while simultaneously representing and interpreting the Program's and profession's integrity and multiple accountabilities. The advisor acts as a conduit and provider of information, a facilitative participant in the consideration of the request for both the student and the faculty, and a recorder of the process and the results. These responsibilities ensure that all parties are heard and that their perspectives and choices are understood. Ultimately, they are intended to contribute to the student's development as an ethical, effective social worker who can work within policies and toward change of policies.

The process for formally pursuing an exception involves the student writing a letter detailing the following: the formal request, the rationale, and the implications for his/her completion of the Program to the appropriate coordinator (B.S.W. Program Coordinator or Field Education Coordinator). This written request must be received at least **six weeks prior to registration** for enrollment in the semester for which the request would go into effect, with exceptions for rare emergency situations. The advisor helps the student determine which coordinator should receive the request. Upon receipt of the written copy of the request, a copy is filed in the student's advisement folder.

The coordinator weighs the individual needs and preferences of the student with curricular coherence and the integrity of the Program. He/she may choose to consult further with the student, the advisor, and the student's classroom instructors or other faculty members with information specific to the request. The Coordinator may make a decision independently or in consultation with the B.S.W. Program Committee. In general, a decision is made and the student is notified in writing within four weeks of the Coordinator receiving the written request. A copy of the letter sent to the student is forwarded to the student's advisor and filed in the student's advising folder.

REQUEST FOR CHANGE OF ADVISOR

Usually the change of advisors is not controversial. Nevertheless, a change in advisor assignments is not automatically granted upon request. The change requires that the initial advisor and the advisee first discuss together the rationale for the change. Then the student submits a letter to the B.S.W. Program Coordinator formalizing the request. The Coordinator considers the rationale for the request, making a decision on a case-by-case basis, according to the policies of UVM, the Department, and the profession. The Coordinator may consult the advisor, advisee, or other faculty members for additional information. This is most likely when the circumstances surrounding the request are complicated (i.e., a situation in which the advisee's status in the Program or the profession is already of concern). The change cannot be made purely on the basis of dissatisfaction with an advisor for fulfilling the institutional and professional obligations to uphold policies and procedures. If a preference exists regarding a faculty member to replace the initial advisor, it should be indicated in the letter of request. The B.S.W. Program Coordinator takes this preference into account, but is not obligated to grant it due to the multiple considerations involved in advising assignments (i.e., workload distribution across the faculty, the University's mutual agreement process, and the circumstances surrounding the request). As in the case of all decisions affecting a student in the Program, the decision can be appealed or brought before the Grievance Committee, depending upon the grounds for pursuing further actions.

The decision to grant an exception is made on a case-by-case basis. Individual and Program level factors are considered in making the decision, including (a) the specific implications for the student's successful completion of the B.S.W., (b) the relevant policies, their rationale, and the Program's experience with the effects of granting exceptions, and (c) the future implications for the Program (i.e., precedents such a decision is likely to set and its impact in curricular coherence and Program integrity). These are all provisions that the advisor explains to the student, preferably prior to the student's formal submission of the request.

STUDENT PARTICIPATION IN POLICY FORMULATION AND PROBLEM SOLVING

Our Program philosophy leads us to invite students to participate in governance, including policy formulation and problem solving. Our belief is that as colleagues we can build a healthy community in which we prevent most problems from happening and solve most others through cooperation, respect and mutuality. When these efforts fail to work, we also believe that formal procedures must be available to fall back on to protect the rights of persons involved.

A. Student Participation in Policy Formulation

Student participation in Department affairs is encouraged. Each year, students are asked to provide representatives to Department faculty meetings and the B.S.W. Program Committee, as well as to serve in ad hoc committees, such as faculty search committees. Students participate on these committees as voting members. Student representatives are recommended through the student on-line list serve and follow-up in classes to reach all students who have a desire and ability to serve in these capacities. When several nominations (self or otherwise) are received, their names are placed before the student body via the on-line list serve and voting is requested.

As students' lives are increasingly involved with family, employment, and educational responsibilities, fewer students have been able to participate as representatives. Therefore, some years student input has been sought on issues in more flexible ways, such as through town meetings during a class period or via the student list serve. In the case of ad hoc committee service requiring privacy, like search committees, students may be individually recruited and appointed by the Dean, the Director, or a Coordinator.

B. Dealing with Appeals, Grievances and Sexual Harassment

The philosophy of our Program also leads to encouraging students and faculty to settle differences with the person they have the dispute or conflict with before resorting to formal approaches to resolving problems. When a student has a difference with a faculty member, we hope they will approach that faculty member and try to explore with them possible ways to resolve the issue informally. However, care is taken to ensure that this effort is not used as a way to stall or undermine the student's right to appeal. Faculty members also explain the appeal process to students when options are sought and it is obvious that the attempts to settle the issue directly in an informal manner have been exhausted.

Appeals

Appeals at the Department level involve the application of a policy and/or seek to introduce new and relevant information into the decision process that was not considered previously. Typically, appeals pertain to the following matters: (a) admission decisions (i.e., the decision not to admit an applicant), (b) decisions resulting from application of University, College, or Department policies (i.e., a professor's failure to use the grading criteria that were specified in a course syllabus at the beginning of a semester, or a decision that conflicts with written policy), and (c) denial of requests for a waiver of regulations. Grades are not subject to appeal unless the application of the evaluation procedure or process is deemed to be prejudicial, capricious, or erroneous.

When a student decides to initiate an appeal, it must be received from the student in writing

within five business days of the decision that is appealed. If the nature of the decision requires that it be appealed sooner than this, the student puts the appeal in writing via electronic mail and adds a phone call to the appropriate faculty member to notify him/her of the decision to appeal. The written appeal is to clearly indicate: (a) the decision(s) being appealed, (b) the grounds on which the appeal is being made, and (c) the specific outcome being sought. Along with this, the student is asked to include any new information that, in his/her judgment, was not considered at the time the decision, or last denial, was made.

Unless compelling reasons prevent this, the appeal is directed first to the individual or committee whose decision is being appealed (i.e., a classroom instructor, a field instructor, a faculty field liaison, a coordinator, or the B.S.W. Program Committee). The individual who receives the appeal must respond to it in a timely manner, adequate to considering relevant information and to implementing any actions that are decided upon. During an academic year, appeals are considered within fourteen days of their receipt. Occasionally, a longer period may be taken due to circumstances (i.e., institutional recesses or key decision makers' prior scheduling commitments, such as to be out of state).

Appeals are typically accepted if information gained through considering a request confirms any of the grounds for appeal. Appeals are typically denied or sent back to the student if nothing new has been introduced. The agreement or denial is conveyed in writing to the student and copied to the advisor and the individual or committee whose decision was under question. The advisor files the letter of acceptance or denial in the student's advising folder.

In letters of acceptance, students are informed of the follow-up which is to be taken, who will take it, by when, and any other pertinent conditions. In letters of denial, students are advised of the next avenue of appeal that may be taken or that no other level of appeal is offered within the University.

Appeals denied by a classroom instructor or faculty advisor are taken to the B.S.W. Program Coordinator and then to the B.S.W. Program Committee. Those denied by the Field Education Coordinator are taken to the Field Education Committee. Students may appeal a coordinator's decision to the Chair/Director of the Department. If the Chair/Director denies the appeal, the student may opt to direct it to the Student Affairs Committee working on behalf of the Dean of the College of Education and Social Services. University and Program policies hold sway in decisions regarding a student's appeal. Hearings of appeals by institutional members outside the Department (i.e., the Student Affairs Committee) are typically restricted to a review of whether the Department or Program followed its own established practices.

Grievances

Grievances involve taking issue with the substance of a policy or a practice. They fall into three categories: 1) alleged violations of due process, 2) alleged decisions that have no rational basis or that represent an abuse of authority or discretion, and 3) alleged violations of fundamental rights. In accordance with University policy, students have formal procedures for the appeal and resolution of grievances, beginning with their own department.

The procedure for filing a grievance is outlined in this Bulletin and the 2013-2014 Field Education Manual. The process to be followed is similar to that for appealing a decision. In most cases, students are expected to attempt a resolution of their grievance through informal consultation,

mediation, and available institutional channels. Therefore, students may be encouraged first to attempt informal resolution of the issue through discussion with the appropriate persons (i.e., course instructor). If the student feels or believes that is inadvisable or if the matter remains unresolved, the aggrieved student writes a letter outlining the grievance to the B.S.W. Program Coordinator and the B.S.W. Program Committee asking for a resolution. The Coordinator along with the B.S.W. Program Committee then renders a decision. If the grievance involves a faculty member on the B.S.W. Program Committee, that person shall recuse him/herself from the final resolution of the grievance.

The B.S.W. Program Coordinator is expected to respond to the letter in a timely manner, adequate to considering relevant information and implementing any actions that are decided upon. During an academic year, grievance letters are typically considered within fourteen business days of their receipt. Occasionally, a longer period may be warranted due to circumstances (i.e., institutional recesses or key decision makers' prior commitments).

A student may appeal the B.S.W. Program Coordinator's decision by petitioning the Chair/Director in writing. If the issue still cannot be resolved, the student can present the grievance in writing to the Student Affairs Committee on behalf of the Dean of the College of Education and Social Services.

Sexual Harassment

It is the policy of the University of Vermont that all allegations of sexual harassment be taken directly to the Office of Affirmative Action and Equal Opportunity (428 Waterman). Therefore, the appeal and grievance procedures outlined above do not pertain to sexual harassment. Students are made aware of this process as part of their orientation to student rights and responsibilities.

EQUAL OPPORTUNITY AND ANTI-DISCRIMINATION POLICY

The Department of Social Work adheres to the University of Vermont Equal Opportunity in Educational Programs and Activities Policy. The University and Department are committed to a policy of equal educational opportunity and therefore prohibit discrimination on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, or disability, as those terms are defined under applicable law, in admitting students to its programs and in administering its admissions policies and educational policies.

The University of Vermont and the Department of Social Work also prohibit unlawful harassment defined in 16 V.S.A. 11 (a) (26) as verbal or physical conduct based on a student's race, creed, color, national origin, gender, sexual orientation, marital status, or disability and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive environment. The University of Vermont and the Department of Social Work recognize that sexual harassment is a form of unlawful sex discrimination, and it is therefore the policy of the University and the Department that sexual harassment will not be tolerated.

STUDENTS' RIGHTS and RESPONSIBILITIES

Student Rights

The Department of Social Work faculty members recognize the following student rights and responsibilities:

1. Students have the right of protection against improper disclosure of their views, beliefs, academic records, and political associations, and from limitations upon freedom of expression with all due process of law.
2. Students have the right to be free of all types of harassment (including sexual) by faculty, staff, University employees, students, and in the field placement.
3. Students have the right of protection against prejudicial or capricious decisions or actions, such as canceling class frequently with no mutually agreeable rescheduling, failure to provide written course syllabi that include objectives or expectations, consistently not returning papers or exams within a reasonable period of time, and not posting or keeping office hours.
4. Students have the right to have fair representation and voting participation on committees of the Department as a means of contributing to the Department's policies affecting academic and student affairs.
5. Students have the right to organize in their own interests.
6. Students have the right to establish and issue extracurricular publications free of pressure aimed at controlling editorial policy. Editorials shall be written solely at the discretion of the organizations sponsoring those publications. No claims of representation of the Department of Social Work or the University shall be made by these publications without prior authorization.
7. Students have the right to engage freely in activities on or off campus, in the company of their choice, exercising their rights as citizens of the community, state, and nation. Students shall not claim to represent the Department without prior authorization from the Department.
8. Students have the right to use College meeting facilities, subject only to those regulations which are required for scheduling meeting places. The facilities shall be used for the contracted purpose.
9. Students have the right to invite and hear speakers of their choice on subjects of their choice in meetings which students organize.
10. Students have the right to petition in matters of curriculum, field instruction, faculty advisement, and the application of Department procedures.
11. Students have the right, when participating in research projects or other scholarly works under faculty direction as part of their formal academic programs, to receive appropriate recognition for their contributions to the process.

12. Students have the right to enjoy equal rights regardless of age, color, creed, disability, national origin, marital status, political affiliation or beliefs, race, religion, sexual identity or gender.

13. Students have the right to information pertaining to policy issues and decisions in advance of scheduled meetings.

14. Students have the right to consult regularly with their academic advisor and with the B.S.W. Program Committee, Program Coordinator, and Department Director as needed.

The above rights are protected by and subject to University and College of Education and Social Services policies and procedures.

Numbers 1-6 adapted from the policies of the School of Social Work, University of Minnesota.

Student Responsibilities

1. Although Social Work faculty make a great effort to inform students of their rights, the students are responsible for familiarizing themselves with the policies and procedures of the University, the Department of Social Work, and the B.S.W. Program.
2. Students are also primarily responsible for knowing the degree requirements and following the policies that govern their academic program.
3. Students are expected to adhere to the highest standards of professionalism as students, researchers, and social workers.

The aforementioned student rights and responsibilities are intended to facilitate:

- a. Opportunities for students to organize in their own interests;
- b. Participation in the formulation and modification of policies and procedures affecting academic and student affairs;
- b. Participation in the formulation and modification of policies and procedures affecting academic and student affairs;
- c. Student evaluation of courses and of field experiences, providing another opportunity to participate in the development of policy, practice, and course development and presentation.

Expectations of Students

In a community of learners, all members are expected to conduct themselves according to the principles of human rights, respect for human dignity, and for the rights of others within the University, the Field, and the community at-large. These principles are in turn reflected in professionally appropriate attitudes, values, and skills. When it becomes evident that a student cannot or will not adhere to these standards, the Department reserves the right to initiate appropriate

disciplinary action. Due process, including student participation and appeal, will be observed.

DEPARTMENT OF SOCIAL WORK FACULTY AND STAFF

Full-time Faculty

Barna, JB (*On Sabbatical Fall 2013*), Senior Lecturer II, Field Education Coordinator, Liaison to Area Health Education Center (AHEC) Project
M.S.W., California State University
Child/family social services; organizational cultures; program development and social work supervision practices

Burford, Gale, Professor and Director of Child Welfare Non-Credit Training Partnership
M.S.W., University of Washington; Ph.D., University of Stirling
Social development; program planning and evaluation; cross-cultural practice and education; teamwork and participatory decision-making; family violence; corrections; group/family/ community work

Comerford, Susan, Associate Professor and M.S.W. Program Coordinator
M.S.W., Fordham University; Ph.D., Case Western Reserve University
Multicultural education; participatory action research; supporting Asian refugees; global human rights; women's issues

Leibowitz, George, Associate Professor
M.S.W. and Ph.D., University of Denver
Developmental psychopathology, trauma, and best practice with juvenile offenders; family systems therapy; practice with adults with psychiatric illness

Melekis, Kelly, Assistant Professor
M.S.W., University of California at Berkeley; Ph.D., Boston University
Gerontology, geriatric mental health and substance abuse, end-of-life; housing and homelessness; social work ethics and decision-making; qualitative research methods; social work education

Patterson, Fiona, Associate Professor
M.S.W. and D.S.W., University of Pennsylvania
Multi-cultural aging; social work in health; immigrant women; public health; social work policy and history; women and aging; human rights for people with disabilities; literature of immigration; kinship families

Pugh, Ann, Senior Lecturer II, Faculty Field Liaison and Interim Concentration MSW Field Education Coordinator (*Fall Semester*)
M.S.W., George Warren Brown School of Social Work, Washington University; C.A.S. in Administration and Planning, University of Vermont
Advocacy and social policy; child and family social services; social change; supervision

Richards, Julie (*On Sabbatical Spring 2014*), Senior Lecturer II, Faculty Field Liaison, B.S.W. Program Coordinator and Interim BSW Field Education Coordinator (*Fall Semester*)
M.S.W., McGill University
School social work; emotional and behavioral disabilities; family strengths-based assessments, cross-cultural/international social work practice

Roche, Susan, Associate Professor

M.S.S.W., University of Louisville; Ph.D. Social Work, Rutgers University

Global feminisms and human rights; violence, oppression and social change; organization, community building and transformation; group work with adolescents and adults; linking theory and practice in social work and social work education

Solomon, Brenda (*On Leave Fall 2013*), Associate Professor

M.S.W., Syracuse University; Ph.D. Sociology, Syracuse University

Welfare to work policies; child welfare services; school practices; institutional ethnography; intersections of oppression; theorizing social work practice from social constructionist and post-modern perspectives

Strolin-Goltzman, Jessica, Associate Professor

M.S.W. and Ph.D., State University of New York at Albany

Quantitative methodology; health and health care access for vulnerable children; intervention research with at-risk children and families; neurological effects of substance abuse and psychosocial interventions; school-based health services research

Widrick, Gary, Department Chair, Director of M.S.W./B.S.W. Child Welfare Training

Partnership and Degree Programs and Interim Foundation MSW Field Education Coordinator
(*Fall Semester*)

M.S.W., State University of New York at Albany; Ph.D. Psychology, University of Vermont

Research and evaluation; organization, community, and culturally sensitive practice; rural social work

Witkin, Stanley, Professor

M.S.S.W. and Ph.D., University of Wisconsin

Social constructionist perspectives on social work education, practice, and inquiry; global education; humor; ethics

Part-time and Instructional Faculty

Cuddy, Celia, Lecturer

M.S.W., University of Vermont

Drake, Tracy, Faculty Field Liaison and Lecturer

B.S.W., Syracuse University

Larson, Laurie, Lecturer

M.A., Goddard College

Richardson, Corey, Faculty Field Liaison and Lecturer

M.S.W., University of Vermont

Sienkewicz, Jean, Faculty Field Liaison and Lecturer

M.S.W., University of Vermont

Field Liaison Faculty

Davis, Sharon, Faculty Field Liaison
M.S.W., University of Denver

Drake, Tracy, Faculty Field Liaison and Lecturer
B.S.W., Syracuse University

Johnson, Carol, Faculty Field Liaison
M.S.W., George Warren Brown School of Social Work, Washington University

Pugh, Ann, Senior Lecturer II and Faculty Field Liaison
M.S.W., George Warren Brown School of Social Work, Washington University; C.A.S. in
Administration and Planning, University of Vermont

Richards, Julie, Senior Lecturer II, B.S.W. Program Coordinator, and Faculty Field Liaison
M.S.W., McGill University

Richardson, Corey, Faculty Field Liaison and Lecturer
M.S.W., University of Vermont

Sienkewicz, Jean, Faculty Field Liaison and Lecturer
M.S.W., University of Vermont

Wallace, Anne, Faculty Field Liaison
M.S.W., University of Vermont

Department Staff

Bechtel, Ken, Support Staff for the M.S.W. Admissions Coordinator and the M.S.W. Program

Clem, Kate, Department Office and Budget Manager
B.A., University of Vermont

Haggerty, Susan, Support Staff for the Field Education Coordinator and the B.S.W. Program
B.A., Wheaton College

Title IV-E Child Welfare Partnership

Non-Credit Training Program

Burford, Gale, Training Program Director

Gallagher, Sarah, Training Program
Coordinator

Conte, Susan, Support Staff

Gagne, Suzette, Support Staff

Skidmore Taylor, Mary, Support Staff

M.S.W./B.S.W. Traineeship

Widrick, Gary, UVM and DCF Partnership Director

Clem, Kate, Support Staff

Niggel, Jillian, Grants and Contracts Administrator

Training Coordinators

Benoit Connor, Janet, Training Coordinator

Caruso, Deborah, Training Coordinator

Cunningham, Kate, Training Coordinator

Legare-Belcher, Suzanne, Training Coordinator

O'Neill, Sharon, Training Coordinator

Razzaque, Deidra, Training Coordinator

Richard, Jill, Training Coordinator

Ward, Sarah, Training Coordinator

VT-AHEC (Vermont Area Health Education Center)

The University of Vermont College of Medicine AHEC Program is a statewide network of community and academic partners working together to improve access to quality healthcare, particularly for those who live in Vermont's most rural areas and Vermont's underserved populations.

Widrick, Gary, Liaison for Social Work to the College of Medicine

VT-ILEHP (Interdisciplinary Leadership Education for Health Professionals)

This project is a UVM collaborative (VT Dept. of Health, Fletcher Allen Health Care, Parent to Parent, and the Vermont Academy of Pediatrics) that focuses its work on the improvement of the health of infants, children, and adolescents, with or at risk for, neurodevelopmental and related disabilities and their families.

Strolin-Goltzman, Jessica, Core Faculty

VT-FUTRES (Fostering Understanding To Reach Educational Stability and Success)

VT-FUTRES is a two-year, grant-funded project that develops and implements effective multi-disciplinary policy and practice interventions for improving educational stability and outcomes of middle and high school youth in foster care. VT-FUTRES is a collaboration between UVM's College of Education and Social Services, the Vermont Department of Education, the Justice for Children's Task Force of the Vermont Family Court, the Vermont Department for Children and Families, and children and families involved with DCF. VT-FUTRES builds upon Vermont's previous efforts to improve educational stability for youth in foster care.

Strolin-Goltzman, Jessica, Co-Principal Investigator