

UNIVERSITY OF MONTEVALLO
SOCIAL WORK PROGRAM
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STUDENT HANDBOOK
Spring, 2009

SOCIAL WORK PROGRAM NONDISCRIMINATION POLICY

In keeping with the ethics and values of the Social Work profession and the policies of the University of Montevallo, the Social Work Program is open to all students regardless of race, color, gender, age, creed, ethnic or national origin, handicap, or sexual orientation.

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PREFACE

The *Social Work Student Handbook* has been compiled to acquaint social work majors with the undergraduate social work program at the University of Montevallo. The handbook serves the following specific purposes:

1. To introduce new majors to the Social Work Program.
2. To serve as a resource for students in planning their undergraduate experience in social work education.
3. To articulate the policies and procedures of the Social Work Program.
4. To describe activities of the Social Work Program.

In order to successfully plan your educational experience, you will need the catalog of the University of Montevallo as well as this handbook. This handbook focuses primarily on social work and does not articulate all of the requirements for graduation. If any of the contents of this handbook are in conflict with the university's catalog, the catalog takes precedence. Be sure to become familiar with both this handbook and the UM catalog.

Your academic advisor can also be of help to you in learning about and participating in the Social Work Program. Please take the time to get to know your advisor.

THE SOCIAL WORK PROFESSION

For the right student, social work can be an exciting, challenging, and rewarding profession. **A career in social work is a career in helping people to find ways of living more satisfying and productive lives.** Social workers are concerned with the numerous problems, circumstances, and barriers that prevent people from achieving these goals that we all have.

There are many problems and circumstances that interfere with the efforts of people to achieve these goals: child abuse and neglect, health problems, alcohol and drug abuse, mental illness, poor education and lack of job skills, marital and family disruption, racial discrimination, oppression, sex discrimination, and impoverished living circumstances, to name a few.

To accomplish this purpose of helping people to live more satisfying and productive lives, social workers work with families, groups, organizations, and communities, as well as with individuals. The reason for this is that social workers recognize that people's lives are very much influenced by the environment in which they live - their family, friends, organizations with which they interact, local communities, state and national government and even society as a whole.

Some problems are best thought of as within the individual; if the problem is to be resolved, it is the person that must adapt or change. Other problems are best understood as interpersonal, that is, having to do with the relationships between two or more people. Still other problems are related more to the way we as a people have organized social life.

Social workers often find elements of all three types of situations discussed above when working with people.

Social workers, then, are interested not only in helping individuals to change or adapt, but also in contributing to the continued development of a more humane and just society that offers maximum opportunities for the development of the potential of people.

In implementing these purposes, social workers are employed in a broad array of human service organizations and programs. Hospitals, mental health and mental retardation facilities, family service agencies, child protection agencies and programs, juvenile probation and detention facilities, public welfare agencies, alcohol and drug abuse programs, programs for the elderly, schools, adoption agencies, programs for the homeless, public health, home health and hospice, Veteran's centers, and AIDS agencies, and more recently, private industry, are a few of the settings where you would find social workers.

To be effective, social workers must master a wide range of **knowledge** from the social and behavioral sciences. For example, social workers must understand the various dimensions of human growth and development; they must also understand the nature and importance of interpersonal communication and family dynamics. Social workers must also understand the influence of culture, social structure, and social institutions in the lives of people. It is also necessary for social workers to learn about effective helping approaches. Social work practice is based on knowledge and the ability to use that knowledge in understanding the problems of people.

But, having this knowledge is not enough. Knowledge leads to understanding, but understanding is only part of the picture. Social workers must be able to do something with this knowledge. To this end, social workers must learn a broad array of **helping skills**. It is these helping skills that social workers use to help individuals, families, groups, organization, and yes, even communities, the state and the nation.

Not only is it important for the social worker to master a wide range of knowledge and an equally wide array of helping skills, it is also important that social workers understand and identify with the **values, ethics, and goals of the social work profession**. Probably the most fundamental value of the social work profession is a belief in the inherent worth and dignity of all people. Closely associated with this belief is the view that society has the responsibility of ensuring that all people have access to the opportunities for developing, to their fullest, their potential as human beings. Social work, as with most professions, has a well articulated statement of professional values which is put forth in its Code of Ethics.

Effective social work practice, then, is a planned, purposeful process that combines knowledge, helping skills, and professional social work values and ethics.

PROFESSIONAL ORGANIZATIONS

The professional organization for members of the social work profession is the **National Association of Social Workers (NASW)**. This organization was founded in 1955 as the result of a merger of seven separate and specialized social work associations. Regular membership in NASW is available to anyone who has an undergraduate or graduate degree in social work from a program that is accredited by the Council on Social Work Education. Students in social work may join, at reduced rates, if they are enrolled in a social work educational program accredited by the Council on Social Work Education.

NASW is involved in many different kinds of activities. NASW sets standards for social work practice and offers a full range of professional publications designed to keep social workers up-to-date with respect to new knowledge in the field. NASW provides a range of services to its members such as group insurance rates and continuing education opportunities. Members of NASW are active in the political arena at the national, state, and local levels, seeking to improve services to client groups.

The **Council on Social Work Education (CSWE)** is another professional social work organization. CSWE is organized only at the national level and has a smaller scope than the NASW, although a most important function in maintaining the integrity of the social work profession. CSWE is the only organization authorized to set standards for social work education programs and to provide accredited status to those programs that meet those standards. Currently there are over 400 accredited undergraduate social work programs, including UM in colleges and universities across the United States. The Educational Policy and Accreditation Standards that guide all social work programs in curriculum, can be found at <http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf>

SOCIAL WORK LICENSING

Social work licensure helps ensure the public that people calling themselves social workers and those practicing social work have met the minimum standards for professional competence. An increasing number of social work jobs require licensing. Alabama's social work licensing law provides for licensing social workers at four levels: baccalaureate, graduate, and certified level and Private Independent Practice. One becomes licensed by completing a social work degree from an accredited school and passing a standardized test for the appropriate level. A person who graduates from UM with a social work major may become licensed if he or she applies and passes the test for the baccalaureate level. The licensing law in Alabama is administered by the Alabama State Board of Social Work Examiners.

UM'S SOCIAL WORK PROGRAM

HISTORY

Undergraduate social work education was first instituted at the University of Montevallo in the 1920s. Miss Myrtle Brooke, chairperson of the Sociology Department, organized summer training in social work as early as 1924. Miss Brooke employed faculty from the University of Chicago and Simmons College to teach summer courses in social casework and community organization. Inspired by the need for training for social workers, Miss Brooke expanded this summer program into a full major in social work in 1926 - the first such major in the state of Alabama. Many of the graduates of the social work program have been instrumental in the development of child welfare, mental health, public health and aging services in the state.

By 1974 CSWE had received approval to offer accredited status to those undergraduate social work education programs that had the primary objective of preparing students for beginning level professional social work practice, and that met the criteria set forth in Standards for the Accreditation of Baccalaureate Degree Programs. The Social Work Program applied for and was awarded accredited status in 1974. The program has maintained its accredited status since that time, having been reaffirmed in 1977, 1980, 1989, and 1997 for the purpose of preparing entry level, professional social workers.

The number of social work majors declined in the 1980's as a result of the de-emphasis on social welfare during that decade. In response to the decreasing number of majors and the concomitant decrease in the number of faculty, the Social Work faculty initiated a merger with the Department of Social Sciences and became a Program within that Department in 1989

Over the years, the mission, goals, objectives and curriculum of the Program have been updated to reflect changing conditions in society, the State, social issues, social work practice and education and the university. A yearly assessment of the Program highlights where changes are needed and curriculum development is viewed as an ongoing process.

SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the program is as follows:

The University of Montevallo Social Work Program provides a professional education for beginning level generalist practice with emphasis on the poor, vulnerable, and underserved. Generalist practice is founded upon the purposes of the profession and core social work values.

The mission is reflective of the profession's historic mission of service to those most in need and is related to the problems faced in the geographical area in which the Program is located. The faculty uses the definition of vulnerable populations from the *Social Work*

Dictionary which reads as follows: “Those individuals or groups who have a greater probability of being harmed by specific social, environmental, or health problems than the population as a whole” (2003, p. 513). This definition is used as a starting point for describing vulnerable populations. While they may not be poor, the physically ill and disabled, the mentally and developmentally challenged, women, children, the elderly, people of color, high-risk youth, Veterans, and gays and lesbians, are considered vulnerable. The unemployed are also included under the definition of vulnerable, which is timely given the current economic conditions where even the middle class is losing ground. Vulnerable groups include people who need advocacy types of services and people who are at risk because of environmental issues.

The mission is also reflective of the core values of the profession:

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence (NASW Code of Ethics, 1999), human rights, and scientific inquiry....These values...frame the profession’s commitment to respect for all people and the quest for social and economic justice. (Council on Social Work Education, 2008, p.2)

Social and economic justice imply “the fair distribution of societal resources to all people. It focuses on the means by which societies allocate their resources, which consist of material goods and social benefits, rights and protections” (Chapin, 2007, p. 5). The Program’s commitment to advocacy on behalf of those suffering from social and economic injustice drives much of what is taught in the curriculum. The current economic meltdown is evidence that benefits, rights, and protections have not been allocated to benefit all.

The emphasis on poverty is a natural given the Program resides in Alabama. Alabama ranks near the bottom on most social indicators (infant mortality, income level, funding for education, etc.). The following table presents some basic demographic data about Alabama and compares it to national data. In addition, data is included on Shelby County, where UM is located, and on contiguous counties where UM draws most of its students from.

Area	Pop	Median HH Inc	% White	% Black	% Hispanic	%Persons Below Pov.	%Children Below Pov.
U.S.	305,762,390	48,934	77.1	12.9	12.5	12.5	18.0
AL	4,661,900	40,052	70.3	26.3	2.5	16.6	23.6
Shelby	178,182	61,972	87.8	9.7	3.3	6.9	9.0
Jefferson	656,700	38,520	56.4	41.3	2.6	15.1	23.4
Bibb	21,482	34,055	76.9	1.4	1.4	18.2	24.2
Chilton	41,953	35,507	88.1	10.6	3.8	16.7	24.3
Montevallo	4,825	38,304	73.0	26.0	1.6		

Alabama ranks 48 in the nation for the percentage of children in poverty. It is estimated that roughly 203,000 children live in single-parent households and 245,000 children live in poverty. The Annie E. Casey Foundation *Kid's Count Data Book* ranks Alabama 47 based on the following indicators of child well being: percent low-weight births, infant mortality rate, child death rate, preventable teen death, teen birth rate, percent teen dropout, idle teens, under-employed parents, children in poverty, and single parent families. While vulnerable populations are not limited solely to the poor, poverty is often a complicating factor for many vulnerable populations (children, the elderly, people of color, etc.).

The Alabama Black Belt, which begins roughly 60 miles from UM, comprises some of the poorest counties in the nation. In fact 7 of the counties are in the 100 poorest counties in the nation and 7 are in the 100 counties with the highest rates of child poverty (U.S. Census Bureau, 2008).

When the Program re-designed its mission, there was a commitment on the part of the faculty to ensure that students were exposed to data that demonstrated the effects of poverty on systems of all sizes and risk factors that make populations vulnerable. Several approaches have been used to translate that commitment into action.

The first approach focuses on basic curriculum content. Basic curriculum content includes texts, supplemental texts, lectures and course assignments that emphasize systems of all sizes and the poor and vulnerable. Supplemental curriculum content that relates to the mission and educational objectives includes the use of DVDs, articles from journals, news magazines, newspapers, guest speakers, and handouts of data. Through the classroom, professors encourage students to attend activities on campus that relate to the poor and vulnerable such as Martin Luther King Day and international guest speakers sponsored by Amnesty International who deal with issues of international poverty and social justice, and lectures sponsored by Student Affairs that focus on diversity and vulnerable populations. Practicum agencies for the final component of the curriculum are chosen based on an agency's commitment to the poor and vulnerable as well as generalist practice.

The Program also provides opportunities for and encourages students to be active in advocacy groups such as Alabama Arise and Voices for Alabama Children. Faculty are members of these organizations and regularly attend meetings and workshops sponsored by Alabama Arise, Voices, and the Alabama Poverty Project. Other activities such as involvement with Amnesty International, Habitat for Humanity, conferences (such as the Alabama Gerontological Society), Alabama Conference of Social Work, NASW and Social Work Advocacy Day provide students with additional opportunities to learn more about the poor and vulnerable and the profession's commitment to those who are most at risk. The Program supports these efforts through informing students of upcoming events and using alumni funds to pay for student registration at conferences and often giving extra course credit for attendance. Thus, the mission drives not only curriculum decisions, but all program decisions.

Over the years, the mission, goals, objectives and curriculum of the Program have been updated to reflect changing conditions in society, the State, social issues, social work practice and education and the university. A yearly assessment of the Program highlights where changes are needed and curriculum development is viewed as an ongoing process.

SOCIAL WORK PROGRAM GOALS

1. To prepare beginning level generalist practitioners to work effectively with systems of all sizes and diverse populations.
2. To prepare practitioners who understand and value human diversity.
3. To prepare practitioners who understand and appreciate the role and value of systematic data collection and analysis in systems of all sizes for the purpose of promoting the goals of the profession of social work.
4. To encourage the development of a strong professional identity and a commitment to the values and ethics of the social work profession in future practitioners.
5. To prepare students to understand the dynamics and consequences of social and economic injustice and the importance of alleviating injustice and oppression.
6. To provide qualified generalist social workers for agencies and organizations, thereby enhancing service delivery.

RELATIONSHIP OF PROGRAM GOALS TO MISSION

Goal 1 directly reflects the part of the mission that includes generalist practice as this includes systems of all sizes and the poor, vulnerable, and underserved are often members of diverse populations. Goal 2 reflects the importance of understanding and valuing diversity that is necessary for generalist practice. Implied in generalist practice is the need to be able to work with systems of all sizes and in order to do that, graduates need to be able to collect data from different sized systems (whether individuals or communities) and Goal 3 reflects this connection to the mission. Implied in “professional education” is that professionals subscribe to some kind of ethical behavior and values (Goal 4). The preamble to the Code of Ethics notes “The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (NASW, 1999, p.1). This ties the ethics objective directly to the part of the mission focusing on the poor and vulnerable. Goal 5 is an extension of the mission as it is often the poor, underserved, and vulnerable who suffer social and economic injustice and are oppressed and thus the fifth goal is designed to implement the part of the mission related to the poor and vulnerable. The final goal (Goal 6) is an end product of the educational process to educate beginning level generalist practitioners.

1. To prepare beginning level generalist practitioners to work effectively with systems of all sizes and diverse populations.

As the mission of the program is to prepare generalist practitioners, Goal 1 is a natural extension of the mission. Implied in generalist practice is working effectively with systems of all sizes. While most graduates initially find employment in agencies that deliver services to individuals and families, they also need knowledge of communities in order to identify gaps in services and barriers to maximum human functioning. As most social workers practice in organizations, it is also important for graduates to understand the impact organizations have on both clients and workers. Graduates need knowledge of both organizational, community, and political change techniques that are based on a solid assessment of the problems and issues that are causing difficulties for groups of people. Knowledge of group process and the ability to work with a range of groups (from groups developed to meet client needs, to committees, to community groups, to advocacy groups) is essential for effective generalist practice. Diverse populations reflects the Program's commitment to the poor and vulnerable who are often vulnerable due to the nature of being "different" whether because of race, sexual orientation, religion, etc. and all too often, poverty is associated with difference.

2. To prepare practitioners who understand and value human diversity.

Goal 2, the "diversity" goal, reflects the changing nature of the state and the nation. The mission of preparing generalist level practitioners is directly related to diversity as generalist practitioners work with people from all walks of life. The ethical commitment to understanding and valuing diversity is an integral part of preparation for generalist practice. The mission's emphasis on the poor and vulnerable often is related to diversity as being from a diverse group may contribute to being both poor and vulnerable. While Alabama historically has had two predominant racial groups, European Americans and African Americans, this is changing as more Hispanics, Latinos and Asians are moving to the state and future practitioners will be challenged to work with an ever-changing population. Diversity goes beyond simply race and ethnicity and extends to gender, age, spirituality, sexual orientation, class, and differing abilities. It is desirable for students to not only have an understanding of group differences, but also to value those differences. The faculty is cautious about over generalizing about any group of people and discusses within group differences as well. In addition to the social work curriculum, students obtain knowledge about diversity (biological, class, race, gender, sexual orientation, age, etc.) in the basic liberal arts courses of Sociology, Biology, Psychology, English, and History.

3. To prepare practitioners who understand and appreciate the role and value of systematic data collection and analysis in systems of all sizes for the purpose of promoting the goals of the profession of social work.

Goal 3 emphasizes the importance of systematic data collection as graduates engage with systems of different sizes to address issues of concern to clients and social workers. Preparation for generalist practice in the mission of the Program is directly related to this

goal as a part of practice with any sized system is data collection and analysis. Implied in this goal is a mindset that begins with an issue or concern, then moves rationally to an exploration of that concern using all the data that is available (census data, agency generated data, data from clients, empirically based knowledge from the professional literature, to name a few). Since the last accreditation, the Program has dramatically increased its' emphasis on Evidence Based Practice. This goal is related to the goals of the profession of enhancing the lives of clients and serves as a base for identifying needed change whether it is at the individual, family, group, organizational, community or society level.

4. To encourage the development of a strong professional identity and a commitment to the values and ethics of the social work profession in future practitioners.

Goal 4 relates to professional identity that incorporates the core values and ethics of the profession and is consistent with the mission as generalist practice, as defined by the Program, includes values and ethics. While knowledge and skill are important components of practice, it is values and ethics that provide a framework for appropriately using knowledge and skill. This goal directly relates to the profession's and Program's missions of serving the poor and vulnerable as the Code of Ethics includes ethical standards for working with systems of all sizes and on diversity. The Program provides multiple opportunities for students to develop a strong professional identity including requiring volunteer work, paying for students to attend professional conferences and Program sponsored workshops and speakers.

5. To prepare students to understand the dynamics and consequences of social and economic injustice and the importance of alleviating injustice and oppression.

Goal 5, too, is consistent with the mission related to the poor and vulnerable as well as the larger systems implied in "systems of all sizes." It is impossible to understand the dynamics and consequences of social and economic injustice without understanding the societal conditions that perpetuate injustice. Poverty is economic injustice at its finest (although it is not the only form). It is usually the vulnerable who are the victims of injustice and students must first understand the impact of social and economic injustice on individuals, families, groups, and communities before they are in a position to consider how these may be alleviated. This goal is also consistent with the profession's commitment to social justice.

6. To provide qualified generalist social workers for agencies and organizations, thereby enhancing service delivery.

Goal 6 is an extension of the mission of preparation for generalist practice. In Alabama, the need is great for professionally trained social workers. The Department of Human Resources requires those who carry the designation of child welfare social workers to be licensed as a result of the class action lawsuit *R.C. vs. Hornsby* (which means they must have a BSW or MSW) and the person power requirements for this agency alone can absorb a large percentage of the graduates from all the undergraduate programs in the

state combined. The Department of Public Health also hires only licensed social workers as do most nursing homes, home health and hospice agencies and hospitals. The challenge lies in getting graduates to the areas they are most needed, often rural or inner city areas. The rationale many agencies give for requiring licensed social workers is that they enhance service delivery. The program has a good track record in having its graduates employed in a wide range of social service agencies in both rural and urban areas.

SOCIAL WORK PROGRAM COMPETENCIES AND BEHAVIORAL OUTCOMES

The Council on Social Work Education mandates that each accredited undergraduate program address the following competencies and behavioral outcomes. The competencies and behavioral outcomes listed below describe what the curriculum is designed to help students learn about and be able to do (knowledge, skills, values).

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its' design. The explicit curriculum achieves the Program's competencies through an intentional design that includes the foundation offered at the baccalaureate level. The BSW curriculum prepares its' graduates for generalist practice through mastery of the core competencies.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

Educational Policy 2.1.1—Identify oneself as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its' mission and its' core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work
- practice personal reflection and self-correction to assure continual professional development
- attend to professional roles and boundaries
- demonstrate professional demeanor in behavior, appearance, and communication
- engage in career-long learning
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, the international Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- tolerate ambiguity in resolving ethical conflicts
- apply strategies of ethical reasoning to arrive at principled decisions.

Education Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- analyze models of assessment, prevention, intervention, and evaluation
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- recognize and communicate their understanding of the importance of difference in shaping life experiences
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable

about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

- understand the forms and mechanisms of oppression and discrimination
- advocate for human rights and social and economic justice
- engage in practices that advance social and economic justice

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- use practice experience to inform scientific inquiry
- use research evidence to inform practice

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course, the range of social systems in which people live; and the ways social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand the biological, social, cultural, psychological, and spiritual development. Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- critique and apply knowledge to understand person and environment

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- analyze, formulate, and advocate for policies that advance social well-being
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of services

Education Policy 2.1.10 (a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10 (a)—Engagement

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes

Educational Policy 2.2.10(b)—Assessment

Social workers:

- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- select appropriate intervention strategies

Educational Policy 2.1.10(c)—Intervention

Social workers:

- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities
- help clients resolve problems
- negotiate, mediate, and advocate for clients
- facilitate transitions and endings

Educational Policy 2.2.20(d)—Evaluation

- Social workers critically analyze, monitor, and evaluate interventions. (CSWE, 2008, p.3-7)

CONCEPTION OF GENERALIST PRACTICE

In 1999 and again in 2009, the Social Work Program reviewed and expanded its conception of generalist practice and its view of social work. The conception of generalist practice is consistent with and an extension of the Program's mission. The mission, the goals based on the mission, and the competencies related to the goals are translated into specific course objectives, content, and assignments. All of the decisions made in relationship to curriculum (content, structure, and liberal arts and support courses) are designed to be consistent with the conception of generalist practice, the view of social work and the purposes and principles adopted by the faculty.

The type of entry level practice for which students are prepared can be described as "generalist" practice. A useful perspective on generalist practice is offered by Goldstein:

Generalist practice is directed towards problems of living as they are experienced by people within their own life space. Its aim is to increase or augment the opportunities and options for people to manage their predicaments in more effective, rewarding, and growth-producing ways. (1981, p.414)

Barker's (2003) definition of generic social work expands on the definition of generalist practice:

The social work orientation that emphasizes a common core of knowledge and skills associated with social services delivery. A generic social worker possesses basic knowledge that may span several methods in social work. Such a social worker would not necessarily be a specialist in a single field of practice or professional technique, but would be capable of providing and managing a wider range of needed client services and intervening in a great variety of systems. (p. 176-177)

The Council on Social Work Education (2008) notes that "Generalist practice is grounded in the liberal arts and the person and environment construct" (p.7).

For curriculum purposes, two important emphases can be extracted from this perspective. First is a focus on "problems in living." This emphasis focuses concern on the negotiation of life rather than diagnostic or problem categories. The second emphasis is a primary concern for people, whether individuals, families, groups, communities or organizations, involved in these problematic life situations and the interrelationships between these systems that cause difficulties for people as they attempt to meet life goals. Also inherent in the definition of generalist practice is an emphasis on using the strengths of people (individuals, families, groups, communities or organizations) to increase options for maximum human functioning and addressing life issues. As a further explication of generalist practice, the faculty adopted CSWE's definition of a generalist practitioner:

To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (2008, p. 7-8)

The *Social Work Dictionary* uses a more succinct definition of a generalist practitioner which in no way contradicts the CSWE developed definition.

A social work practitioner whose knowledge and skills encompass a broad spectrum and who assesses problems and their solutions comprehensively... (Barker, 2003, p.174)

The *Encyclopedia of Social Work*, after a review of the history of generalist practice and various definitions of generalist practice concludes that there are common themes that emerge including: “concepts of systems, multiple methods, problem solving, and partnership with the client....the purpose and values of social work, the various roles or capacities in which social workers serve, and the use of a planned change process to address social problems and restore social functioning” (2007, p. 264).

VIEW OF SOCIAL WORK

The faculty of the Social Work Program of the University of Montevallo adopted as their view of social work the mission of the profession as noted in the NASW Code of Ethics Preamble, which is as follows:

The primary mission of the Social Work profession is to enhance human well-being and help meet basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. (1999, p.1)

The view of social work is further operationalized by the purposes, values and principles chosen by the social work faculty.

PURPOSES, VALUES, AND PRINCIPLES

The Council on Social Work Education defined six purposes of social work in its 2008 revised Educational Policy and Accreditation Standards to which the Social Work Program also subscribes. These purposes are as follows:

1. Promote human and community well-being
2. Be guided by a person and environment construct
3. Be guided by a global perspective
4. Respect for human diversity
5. To be guided by knowledge based on scientific inquiry
6. To recognize social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. (CSWE, 2008, p.1)

While not exhaustive, the following are several values and principles that are taken as central to the social work profession.

1. Social workers' primary goal is to help people in need and to address social problems.
2. Social workers challenge social injustice.
3. Social workers respect the inherent dignity and worth of the person.
4. Social workers recognize the central importance of human relationships.
5. Social workers behave in a trustworthy manner.
6. Social workers practice within their areas of competence and develop and enhance their professional expertise. (NASW, 1999, p. 5-6)

These ethical principles are based on the values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity and competence.

Thus, the Program's conception of generalist practice is underpinned by the mission of the profession, the values and principles of the profession, and the purposes of social work as defined by CSWE. These, combined with the definition of a generalist practitioner and the core competencies and behavioral outcomes mandated by CSWE, provide the guidelines for curriculum development and, indeed, the overall development of the total Social Work Program.

UM'S SOCIAL WORK MAJOR

As described in the previous section, the mission of the Social Work Program **provides a professional education for beginning level generalist practice with emphasis on the poor, vulnerable, and underserved. Generalist practice is founded upon the purposes of the profession and core social work values.** Becoming a professional

social worker is a complex process. Unlike many other undergraduate majors, the social work major is education for practice, that is, professional action. The social work student seeks knowledge not just for understanding but so that he/she will be prepared to put that knowledge to use in a professionally responsible manner.

Social work education, though, is not really education for a specific job; it is education for entry into a profession - the social work profession. Effective social work practice is a blending together of knowledge, helping skills, and social work values. The curriculum for the social work major, described in the pages that follow, has been designed to achieve this goal of preparing students for generalist social work practice.

RELATIONSHIP BETWEEN THE LIBERAL ARTS BASE AND SOCIAL WORK

The social work curriculum is closely interrelated with the liberal arts curriculum at the University of Montevallo and is sequentially organized to provide students with the knowledge, skills, and values necessary for competent, entry level practice in contemporary society. The University of Montevallo has a long standing commitment to providing a liberal arts education. Liberal studies are included in the University mission. The mission of the University was made “legally binding by an amendment to the Alabama State Code in 1979” and the University “maintains a focus on its legislatively mandated mission as the only public liberal arts institution in Alabama” (Institutional Self Study for the Southern Association of Colleges and Schools, 1999, p. 34, 5). The liberal arts curriculum is the core of the education of every University of Montevallo graduate, including social work majors.

The liberal arts provide a breadth of knowledge and understanding that is essential in the education of generalist social workers and in the development of skills for critical thinking. The liberal arts perspective, provided in the comprehensive General Education curriculum at UM, enriches students' understanding of the "human condition" and lays a foundation for understanding the role of social welfare and social work in contemporary society.

The professional foundation for practice is characterized as building on the liberal arts perspective. The professional foundation areas are logically organized in relation to each other as well as to the under girding liberal arts content. The general purpose of the social work curriculum is to provide students with the educational experiences necessary for the mastery of knowledge, the development of professional skill, and identification with the goals, values and perspectives of the social work profession. The following is a brief description of the relationship of specific liberal arts areas to the social work curriculum

Social workers must understand the bio-psycho-social aspects of behavior. The basic content for understanding these aspects of behavior is gained in the liberal arts courses such as Biology, Sociology and Psychology. In addition, social workers must communicate effectively in both oral and written forms. English, Communication, and Writing Reinforcement courses help students develop skills in these areas. English and

Fine Arts courses also help students develop an understanding and appreciation of culture and diversity.

Courses in History contribute to social workers' understanding of diversity and how society has evolved. History helps students learn about other cultures and the relationship between present troubles in the world and past conflicts that are culturally based. Knowledge of the workings of the political system is gained in Political Science. Without this knowledge, understanding social policy, social justice and social welfare would be difficult. The ability to advocate for change in the macro systems is also enhanced by knowledge of the political system. Content taught in Economics contributes to students understanding policy decisions and the relationship between social services and other macro structures in society, in particular the economy.

A basic grounding in Mathematics gives social workers the tools needed to understand budgeting, accountability, and the simple tools for evaluating one's own practice and prepares students for the study of Statistics. Computer literacy is also a necessity in social work today as more and more agencies are advancing technologically and aids students in lifelong learning. All of these courses help prepare students to understand, evaluate and conduct research.

Each of the curriculum content areas mentioned above is a component of the liberal arts curriculum at UM. Certain courses in the University General Education Curriculum (Sociology, Political Science, Economics, Psychology) have been specifically chosen by the social work faculty as pre-requisites for social work courses to enable the faculty to build upon the knowledge gained by the student and to then help the student integrate the knowledge into a unique social work perspective. As social work is an applied profession, students are helped to use knowledge gained in the liberal arts courses to effectively work with the reciprocal relationships between people and their environment.

Generally, social work majors begin taking social work courses at the junior level, after having completed the majority of the General Education Courses.

REQUIREMENTS FOR THE SOCIAL WORK MAJOR

The Social Work major consists of 36 semester hours of required social work courses, 21 hours of support courses outside the Social Work Program, and 10 semester hours of designated choices within the General Education Curriculum. Of the 36 semester hours of required social work courses, 26 of these are classroom courses and 10 are in the practicum. The classroom courses are primarily knowledge and skill development courses, and the practicum course is designed to help students apply the knowledge and skills gained in the classroom while gaining additional "first hand" knowledge of and skill at working with individuals, families, groups, organizations, and communities.

SOCIAL WORK COURSE DESCRIPTIONS

SWK 203 INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK (3 hours)
This course is an introduction to social welfare as a humane and stabilizing influence in US society, and to social work as the dominant profession in social welfare.

SWK 322 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (3 hours)
The course examines the interrelationships between the individual, family, small groups, organizations and the community. Special attention is given to diversity, cultural sensitivity, oppression, and discrimination. Pre-requisite PSYC 201. Pre-requisite or co-requisite: PSYC 306.

SWK 350 INTRODUCTION TO SOCIAL WORK PRACTICE (3 hours)
An introductory perspective on professional social work practice as a planned, purposeful process occurring over time, involving professional judgment and based on knowledge, values, and ethics of the social work profession. Emphasis is placed on understanding beginning generalist practice including practice with systems of all sizes. For social work majors only. Pre-requisites: SWK 203, SWK 322, PSYC 306, SOC 230, Biology 105. GPA of 3.0 in SWK 203, SWK 322, PSYC306. Pre or co-requisite SWK 355.

SWK 355 RESEARCH IN SOCIAL WELFARE (3 hours)
Principles, methods, and utilization of quantitative and qualitative research relating to social work practice. Emphasis is placed on the role of research in evaluating the effectiveness of one's own practice and of service delivery systems.
Pre or co-requisite: SWK 350, PSYC 300.

SWK 373 SOCIAL POLICY (3 hours)
An introduction to the study of social policy with emphases on 1) how social policy influences the lives of citizens and clients, 2) how social policy influences the practice of social work, and 3) the resulting responsibilities of social work to try to influence social policy. Pre-requisite: SWK 203, SWK 322, ECON 231, POS 200

SWK 400 SKILLS FOR SOCIAL WORK PRACTICE (3 hours)
A competency based course emphasizing acquisition of skills in interviewing, inter/intra organization communication, intervention, planning and professional presentation. Students will complete a minimum of 24 hours of pre-practicum orientation. For social work majors only. Students must meet criteria for Admission to the Practicum to enter the course. Pre-requisites: SWK 350, 355; Co-requisite SWK 410.

SWK 410 SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES (3 hours)
Examines social work practice with individuals and families. The problem-solving process, social work purposes, values and ethics are examined. Emphasis is given to the helping process. Pre-requisite: SWK 350, 355.
Co-requisite: SWK 400.

SWK 420 SOCIAL WORK PRACTICE WITH SMALL GROUPS, COMMUNITIES AND ORGANIZATIONS (3 hours)

Emphasis on the development of knowledge and skills for practice with small groups, communities and organizations.

Pre-requisites: SWK 350, 355

SWK 455 SOCIAL WORK PRACTICUM (10 hours)

The social work practicum provides an opportunity for students to have direct and continuing contact with the realities of social work practice for the purpose of developing professional social work capabilities. The student is assigned to a social service agency five days a week and is supervised by a qualified professional practitioner employed by the agency. GPA of 3.0 required in social work courses.

Pre-requisites: SWK 373, SWK 400, SWK 410, SWK 420 Co-requisites: SWK 456

SWK 456 SOCIAL WORK INTEGRATIVE SEMINAR (2 hours)

The seminar helps students incorporate previous classroom content with “real life” experiences in the practicum. Themes that are infused throughout the total curriculum and preparation for entering social work practice are emphasized. The course meets two hours one time per week.

Co-requisite: SWK 455

SOCIAL WORK ELECTIVES

SWK/SOC 260 FAMILY AND CHILD ISSUES AND SERVICES (3 hours)

Focuses on issues affecting children and families in American society. Emphasis is placed on child abuse and neglect, developmentally challenged children, homeless children and families, chronically ill and physically challenged children, and services available to these families and children. Policy issues related to the provision of adequate service and resources will be addressed. Approved as an Institutions and Issues Course

SWK/SOC 380 MENTAL HEALTH ISSUES AND SERVICES (3 hours)

A study of the development of mental health services in the U.S. including changing conceptions of mental illness/mental health and associated programs and practices. Special emphasis is given to the development of the philosophy, policies and implementation of community mental health, and current issues such as deinstitutionalization and homelessness.

SWK/PSYC/SOC 311 SUBSTANCE ABUSE (3 hours)

Examines the evolution of alcohol and drug abuse/dependence in the US and selected other countries and models used to treat substance abuse. Content includes the effects of drugs, including alcohol, on the body as well as how the disease of dependence affects every area of life and the lives of family members.

ACADEMIC SUPPORT AREA

ECONOMICS 231 INTRODUCTION TO MACROECONOMICS (3 hours)

Basic economic concepts, aggregate income, employment and output, money and banking, inflation, monetary and fiscal policy, and international economics and comparative systems. (Pre-requisite to Social Policy)

PSYCHOLOGY 300 DESCRIPTIVE STATISTICS (3 hours)

Choice, preparation, use, and interpretation of descriptive statistical techniques in the behavioral sciences, including data tabulation, frequency, distributions, graphs, measures of central tendency and variability, standard scores, correlation, and computer data processing. Prerequisites: PSYC 201, and 3 hours of Mathematics. (Pre or co-requisite to Research in Social Welfare)

PSYCHOLOGY 306 LIFESPAN DEVELOPMENTAL PSYCHOLOGY (3 hours)

Behavior throughout the human life span from conception to death; biological and environmental factors influencing physical, intellectual, perceptual, social, personality, emotional and verbal development; theories and methodology of the scientific study of development. (Pre or co-requisite to Human Behavior and the Social Environment)

PSYCHOLOGY 310 PSYCHOPATHOLOGY (3 hours)

Definitions of abnormal behavior, theoretical models, diagnostic categories, and types of therapy.

POLITICAL SCIENCE 200 AMERICAN NATIONAL GOVERNMENT (3 hours)

Constitutional background and development of our national government including the machinery, problems and practical working of the national government. (Pre or co-requisite to Social Policy)

POLITICAL SCIENCE 250 STATE AND LOCAL GOVERNMENT (3 hours)

An introduction to the governmental structure and politics of state and local government, with emphasis on Alabama.

Three (3) hours of electives from the following:

ANTHROPOLOGY 310 INTRODUCTION TO ANTHROPOLOGY (3 hours)

The study of human variation, biological and behavioral, in the present as well as the past. This course explores the varied solutions of different peoples to the same basic problems: survival, social relationships, and the comprehension of the world in which they live. Prerequisite: SOC 230

SOCIOLOGY 324 SOCIAL STRATIFICATION (3 hours)

Theories and systems of caste and class, with specific consideration given to status, occupation, income, education, and other elements in contemporary American stratification. Prerequisite: SOC 230.

GEOGRAPHY 231 WORLD REGIONAL GEOGRAPHY (3 hours)

The nature and characteristics of places as affected by human activity. Emphases on the historical, political, economic, and social attributes of the world's regions in relation to current world events.

GEOGRAPHY 331 HUMAN GEOGRAPHY (3 hours)

The major organizing concepts of economic and cultural geography. Man's geographic behavior in terms of spatial organization of the earth's surface and his development of regional, urban, and political systems.

OTHER REQUIRED GENERAL EDUCATION SUPPORT COURSES**SOCIOLOGY 230 INTRODUCTORY SOCIOLOGY (3 hrs.)**

Culture patterns of modern society, including social behavior in terms of culture, group relationships, social organization and social stratification. (Pre-requisite to Human Behavior and the Social Environment and Social Welfare in Contemporary Society)

PSYCHOLOGY 201 FOUNDATIONS OF PSYCHOLOGY (3 hrs.)

Facts, principles, and theories of psychology with which every educated person should be familiar. (Pre-requisite to Human Behavior and the Social Environment and Social Welfare in Contemporary Society)

BIOLOGY 105 INTRODUCTORY BIOLOGY I (4 hours)

Introduction to biology emphasizing molecular aspects of cells, genetics, and physiology. (Pre-requisite to Human Behavior and the Social Environment and Social Welfare in Contemporary Society)

The following diagram presents the way most students proceed through the curriculum. While not all students take all the courses in a tier at the same time, all are required to meet the pre and corequisites for individual courses.

Tier 1

SWK 203 Intro

SWK 322 HBSE

P= PSYC 201

P/C= PSYC 306 (Lifespan Developmental)

Tier 2

SWK 350 Intro Prac P=SWK 203, 322, SOC 230, BIO 105, PSCY 306

SWK 355 Research P= SWK 203, 322P/C= PSYC 300 (Stats)

SWK 373 Policy P= SWK 203, 322; POS 200 (Am Natl Govt); EC 231 (Macro)

Tier 3

SWK 400 Skills P=SWK 350, 355 C=SWK 410 (Individ and Families)

SWK 410 Individ/Fam P=350, 355

SWK 420 Group, Com Org P=SWK 350, 355;

Tier 4

SWK 455 Practicum P=All previous social work courses C= SWK 456
SWK 456 Seminar P=All previous social work courses C=SWK 455

P= Prerequisite P/C = Pre or corequisite C= Corequisite

SUGGESTED COURSE PROGRESSION
BACHELOR OF ARTS

Freshman Year

History 101, 102	6
English 101,102	6
Foreign Language	6
Psyc 201	3
KNES 117	2
COMS 101	3
Computer	<u>3</u>
	29

Junior Year

SWK 203, 322, 350,355, 373	15
POS 200, 250	6
ECON 231	3
Science	4
PSYC 310	3
Human/FA	<u>3</u>
	34

Sophomore Year

Math 147	3
English 231,232	6
Foreign Language	6
Biology 105	4
Human/FA	3
Psychology 300,306	6
Sociology	3
KNES	<u>1</u>
	32

Senior Year

SWK 400, 410, 420,	9
SWK 455, 456	12
Anthro310, Geog	
331,231, or Soc 324	3
Electives	<u>14</u>
	35

To complete a Bachelor of Arts degree, a student must have 6 - 12 hours of Foreign Language

Writing Reinforcement Requirement--6 hours (English 231,232) in sophomore year; 3 hours in the junior year (SWK 310); 3 hours in the senior year (SWK 420). Total number of hours for graduation: 130

BACHELOR OF SCIENCEFreshman Year

Computer	3
English 101,102	6
Psychology 201	3
Sociology 230	3
COMS 101	3
Human/FA	3
KNES	3
History 101,102	6
ECON 231	<u>3</u>
	33

Sophomore Year

English 231,232	6
Biology 105	4
Science	4
Math 147	3
POS 200, 250	6
PSYC 300, 306, 310	<u>9</u>
	32

Junior Year

SWK 203, 322, 350, 355, 373	15
Math/Science	7
Elective (Anthro 310, Geog 331,231, Soc 323)	3
Human/FA	<u>6</u>
	33

Senior Year

SWK 400, 410, 420	9
SWK 455, 456	12
Electives	<u>11</u>
	32

To complete a Bachelor of Science, a student must take 18 hours of math and science including Math 147 and two sciences from different fields.

Writing Reinforcement Requirement--6 hours (English 231,232) in sophomore year; 3 hours in the junior year (SWK 310); 3 hours in the senior year (SWK 420)

Total number of hours for graduation: 130

**SUGGESTED CURRICULUM FLOW
OF MAJORS**

For Students Entering the Major in the Fall Semester

Fall	Spring
SWK 203	SWK 350
SWK 322	SWK 355
	SWK 373

Fall	Spring
SWK 400	SWK 455
SWK 410	SWK 456
SWK 420	

For Students Entering the Major in the Spring Semester

Spring	Fall
SWK 203	SWK 350
SWK 322	SWK 355
	SWK 373

Spring	Fall
SWK 400	SWK 455
SWK 410	SWK 456
SWK 420	

For Students Entering the Major in the Summer

Summer	Fall	Spring
SWK 203	SWK 350	SWK 400
SWK 322	SWK 355	SWK 410
	SWK 373	SWK 420

Fall
SWK 455
SWK 456

GRADUATION REQUIREMENTS FOR SOCIAL WORK MAJORS

There are five sets of requirements that must be met in order to graduate with a Social Work major:

1. Requirements of the social work major.
2. Bachelor of Arts or Bachelor of Science requirements.
3. General Education Requirements.
4. Support courses outside the social work program specific to the social work major.
5. A total of 130 semester hours.

ACADEMIC POLICIES

ABSENCE POLICY

Social work courses are designed to provide students with analytical and interactional skills as well as professional socialization. In order for professional education to take place, a student must be in class to participate with the instructor and other students. While a student may be able to get the “book knowledge” component of a class by reading the assignments or procuring notes from another student, it is impossible to access professional socialization through such means or to develop the needed interactional skills. The absence policy for specific courses may be found of the course outline.

TRANSFER OF SOCIAL WORK CREDIT

Only Social Work courses taken at another accredited undergraduate social work program will be subject to transfer for social work courses at UM. However, the Program reserves the right to determine if the content of the course is similar enough to content in a UM course to be counted toward the major at UM. Courses designated as social work courses or those taught by social workers at non-accredited colleges will not transfer for social work credit at UM.

Students who are given credit for social work courses from another accredited school are still held accountable for a GPA of 3.0 in the courses comparable to SWK 203, 322 and PSYC 306. Should a student not have the 3.0 average, they will be required to re-take the comparable UM courses if they wish to be a social work major.

ACADEMIC CREDIT FOR LIFE EXPERIENCES

No academic credit will be given for life experiences or previous work experiences.

COURSE REPEAT POLICY

Should a student not have the 3.0 GPA in the courses required for Admission to the Program or for Admission to the Practicum, the student may repeat the course taken most recently in which the student made the lowest grade. For example, if a student makes a C in SWK 355 and a B in SWK 350, the student would be required to repeat SWK 355. The latest grade in a course will be used in computing the Social Work GPA for admission to the Program and the Practicum.

GRADE POLICIES FOR PROGRAM ADMISSION AND PRACTICUM

Admission to the Program is contingent upon students having a 2.3 overall GPA and a 3.0 GPA in SWK 203, 322, and PSYC 306.

Admission to the Practicum is contingent upon a student having a 2.3 overall GPA and a 3.0 GPA in required social work courses.

ADMISSIONS, CONTINUATION POLICY AND GRIEVANCE PROCEDURES

Becoming a Social Worker:

Becoming a social work major, continuing as a social work major, and graduating with a degree in social work depends on serious student interest; satisfactory progression through the curriculum; and an ongoing, collaborative assessment between each student and the Social Work faculty of the appropriateness of the social work major for the student.

This process includes three formal and specific decision points spaced out over a period of several years:

- Step 1 Declaring a social work major
- Step 2 Application to the social work program
- Step 3 Application to the social work practicum

Declaring a Social Work Major:

A student may declare a social work major when they enter the university or may change from another major to social work. In order to declare a major, the student must meet with the Program Director who will discuss with the student social work as a profession and the student's motivation for choosing social work as a major. The Program Director reviews the social work curriculum, and the admission criteria and process. Declaring a social work major does not ensure admission to the Social Work Program.

Continuation As A Major:

Continuation as a social work major is contingent upon meeting all academic criteria and complying with the professional criteria discussed below in Admission to the Program and Admission to the Practicum sections.

Admission to the Social Work Program:

**UNIVERSITY OF MONTEVALLO
SOCIAL WORK PROGRAM
ADMISSION PROCEDURES, CRITERIA, AND APPLICATION**

Students apply for admission to the social work program when they have met the academic and nonacademic criteria. This usually occurs when the student is taking SWK 350, Introduction to Social Work Practice, and after all prerequisites have been completed with the required GPA.

Students will secure an Application for Admission from the Social Work Program Director and submit the completed form to the Program Director by the announced deadline. After reviewing the Application for Admission, the Program Director and student will arrange an appointment for the Admissions Interview. (See Appendix C for the Admission Application)

Following the interview, the social work faculty will meet to review all completed applications. The faculty will make a decision based on the academic and nonacademic criteria. The possible decisions are as follows:

Admitted to the social work major-represents that in the judgment of the social work faculty the student meets criteria for admission to the social work program.

Denied admission to the social work major- represents that in the judgment of the social work faculty the student does not meet criteria for admission to the social work program. A student will be denied Admission to the social work program if they do not meet the academic criteria. In order to get the requisite GPA, the course to be repeated should be the one taken most recently in which the student made the lowest grade. (For example, if a student makes a C in SWK 203 and a B in SWK 322, the student would be required to repeat SWK 203).

Deferred decision- represents that in the judgment of the faculty the student does not meet all the criteria for admissions but is offered the opportunity to develop and implement a written plan for remediation and will be reconsidered at a later date.

The Program Director will communicate the decision and rationale of the faculty in writing to each student.

Academic Criteria for Admission and Continuation In the Social Work Program:

Junior standing
 Successful completion of:
 SWK 203, 322
 English 101, 102
 English 231, 232
 History 101, 102
 Psychology 101, 306
 Sociology 230
 Speech 101
 Fine Arts Course
 Biology 105
 Math 147

Grade point average of 2.3 overall on work at UM

GPA average of 3.0 is required in SWK 203, 322 and Psychology 306. All social work hours and all grades earned in social work courses and Developmental Psychology will be used in computing the Social Work GPA for Admission to the Program. A student cannot enter Social Work 350, Introduction to Social Work Practice, without the 3.0 required for Admission into the Program.

VOLUNTEER REQUIREMENT

Students must complete 30 hours of volunteer work as a part of the process for Admission to the Program. The volunteer experience has two purposes: 1) exposure to social problems and people with problems; and 2) promoting and reinforcing community service. Students are responsible for obtaining their own volunteer experience but must have their experiences approved by a Social Work faculty member.

You may approach your volunteer work in a variety of ways. You may choose to complete your 30 hours all in one agency. If you do this, use Form A to verify your work. You might also choose to expose yourself to a variety of experiences where you would do some hours on one project and some hours on other projects. For example, you might choose to work 8 hours on a Saturday with Habitat for Humanity and then do 8 hours in a soup kitchen, and finally volunteer to help a child learn to read at your local school for the rest of the hours. If you choose the second method, you will need to have Form B signed by the people with whom you work to verify the experience.

At the completion of the experience and as a part of the Admission process, you will address the following in writing:

1. What service does this agency/group provide to the community?
2. What were the problems faced by the people this agency/group serves?
3. Describe specifically what you did with this agency or group.

In addition, you must interview two social workers from two different agencies. As a part of the Admissions process, you will describe the roles and tasks of the two social workers you interviewed.

Following the interview, the social work faculty will meet to review all completed applications. The faculty will make a decision based on the academic and nonacademic criteria. The possible decisions are as follows:

Admitted to the social work major-represents that in the judgment of the social work faculty the student meets criteria for admission to the social work program.

Denied admission to the social work major- represents that in the judgment of the social work faculty the student does not meet criteria for admission to the social work program. A student will be denied Admission to the social work program if they do not meet the academic criteria. In order to get the requisite GPA, the course to be repeated should be the one taken most recently in which the student made the lowest grade. (For example, if a student makes a C in SWK 203 and a B in SWK 322, the student would be required to repeat SWK 203).

Deferred decision- represents that in the judgment of the faculty the student does not meet all the criteria for admissions but is offered the opportunity to develop and implement a written plan for remediation and will be reconsidered at a later date.

The Program Director will communicate the decision and rationale of the faculty in writing to each student.

UNIVERSITY OF MONTEVALLO SOCIAL WORK PROGRAM
VOLUNTEER EXPERIENCE VERIFICATION FORM B

Date: _____

Student Name: _____

Agency/group: _____

Time worked (ex. 8a.m.-11 a.m.): _____

Supervisor/leader's signature: _____

Date: _____

Student Name: _____

Agency/group: _____

Time worked (ex. 8a.m.-11 a.m.): _____

Supervisor/leader's signature: _____

Date: _____

Student Name: _____

Agency/group: _____

Time worked (ex. 8a.m.-11 a.m.): _____

Supervisor/leader's signature: _____

Grievance Procedure

If the student questions the decision of the faculty, the student may request that his/her application for admission be reconsidered by the faculty. This request for reconsideration must be made in writing to the Program Director within 30 days of the date of the letter informing the student of the original decision by the faculty. The request for reconsideration must include why the student disagrees with the faculty's decision and may include additional information to augment the original application for admissions.

The faculty will reconsider the student's request for reconsideration. The possible decisions are the same three listed above. The Program Director will communicate the faculty's decision in writing.

If the student continues to disagree with the decision of the faculty, the student may initiate the University Student Grievance process (see policies at the end of the handbook for the link).

Admission to the Social Work Practicum:

Complete information on the social work practicum can be obtained from the Social Work Practicum Manual posted on the Social Work website. The basic criteria for entry into practicum follows:

Academic Criteria for Applying for Admission Into the Social Work Practicum:

Must be admitted to the social work program

Minimum grade point of 3.0 in social work courses

Minimum of 2.3 overall grade point

Must have completed SWK 350

Must have completed or be enrolled in SWK 355, 373, 400, 410, 420

All social work hours and all grades earned in social work courses will be used in computing the social work GPA for admission to the Practicum.

SOCIAL WORK ADVISING PROGRAM

Advising is an important part of the Social Work student's educational experience. Within the Social Work Program there are three types of advising that occur - professional, academic, and practicum.

PROFESSIONAL ADVISING

Social work education at the University of Montevallo is education for a professional career in social work. In order to be a successful social worker, it is imperative that the student who is considering a career in social work be able to identify with the goals, purposes, values and ethics of the profession. The social work faculty will help students to explore their compatibility with the profession in several different contexts.

The student who wishes to declare social work as a major will discuss social work with the Social Work Program Director. Should the student think that they want to pursue the major after this discussion, they will then be identified as a major. Professional advising is a kind of advising that occurs both formally and informally between social work majors and social work faculty. Social work is a complex profession, primarily because of the many different places where social workers work. Most students when they first become social work majors are not fully aware of the range of possibilities within the profession. The various faculty members in the Social Work Program have a range of professional experience. Students are encouraged to seek out the Social Work faculty members to discuss the profession, employment opportunities in various fields, the advisability of graduate education, the selection of practicum settings, and any other matter related to your becoming a professional social worker.

The academic advising context is also a place where the advisor will discuss with the student their continuing interest in social work. The Admissions process is another opportunity for faculty and students to evaluate the appropriateness of the student for the profession and the profession for the student.

ACADEMIC ADVISING

Academic advising focuses primarily on the progression of the student through the curriculum. Students entering the University of Montevallo have many decisions to make. In addition to the decision as to what to major in, students must decide whether they will pursue a Bachelor of Arts (BA) degree or a Bachelor of Science (BS) degree. The student's academic advisor can help with these decisions. The academic advisor cannot make the decisions for the student, but can help the student to consider the various options.

Once the student has made the various decisions, an individualized curriculum plan will be developed to ensure that the student will take the right courses at the right time and, that the student will satisfactorily meet the various requirements for graduation. **Ultimately the responsibility for planning, implementing, and satisfactorily completing one's course of study rests with each student.** However, the academic advisor can be a most valuable resource in helping the student to undertake this task.

The academic advisor for social work majors will be a member of the Social Work faculty. Academic advisors are assigned at registration or during the semester if a student changes his/her major. When you get to know the various faculty members in the Social Work Program you may select your advisor during the registration process. To make maximum use of your academic advisor you should become quite familiar with the Social Work curriculum and the various requirements for graduation discussed earlier.

It is your responsibility to make an appointment with your advisor for academic advising. It is very important for you to keep your appointment.

PRACTICUM ADVISING

Practicum Advising is a somewhat different kind of advising. In addition to various assignments in social work courses, there are several other points in the curriculum when you will be asked to give deliberate and structured consideration of your interests in social work. Entering the social work practicum is an important time period. This is the part of the curriculum where you will “learn by doing”; you will work with individuals and families, groups, communities and organizations in a social service agency under the direction of an experienced social worker. It is a serious responsibility. The Social Work Practicum Director must be certain that you are ready for this responsibility. Successful completion of the required course work is one indicator of readiness. Other aspects of readiness for the social work practicum are motivation, commitment, and a sense of responsibility.

The semester before entering the practicum you will be asked to submit a written application to the Social Work Practicum Director. After reviewing your application the Practicum Director will schedule a time for you to come in for an interview. The purpose of this interview is to discuss your progress in the social work major and your readiness for the practicum. The Practicum Director will be interested in discussing with you your progress in the major and your readiness for practicum. Practicum assignments are individualized, i.e., based on your interests, the Social Work Practicum Director's assessment of your readiness and your professional educational needs, and the availability of high quality practicum settings. See the Social Work Practicum Manual for a complete description of the policies and procedures for the practicum.

The practicum requires a commitment of thirty-six hours per week and students should prepare to have transportation available to them for practicum. The actual daily hours of the practicum are the agency office hours (See Appendix B for a list of Practicum Agencies).

STUDENT ORGANIZATIONS

PHI ALPHA

Phi Alpha is a national social work honorary. Students are eligible to join when they have taken Social Work 350 and if they have an overall GPA of 3.25 and a 3.5 GPA in the required Social Work courses.

ALABAMA ARISE

Students may join the Behavioral and Social Sciences chapter of Alabama Arise. Arise is a grassroots advocacy group for the poor and disenfranchised in Alabama. Arise also has an emphasis on policy analysis and legislative advocacy.

AFTER GRADUATION

Graduation with a social work major, of course, occurs after successfully completing all of the requirements set forth in this handbook and the appropriate UM catalog. At that point in time you are a professional social worker, prepared for entry level generalist social work practice. If you are sincere about your interest in social work as a career, and have taken full advantage of your experiences here at UM, you will undoubtedly find a job in an area of social work of great interest to you. If you approach your job and career in a professionally responsible manner you will find that "becoming a professional social worker" is an exciting, lifelong project.

Employment opportunities are available in a number of fields. In recent years many of our students have found employment in the health care field, including hospitals, nursing homes, and public health departments throughout the state. A number of recent graduates have found employment in mental health and child welfare.

Graduate school in social work is the choice of some students after graduation from UM. Most UM social work graduates who go to graduate school in social work are being accepted for advanced standing. This means that they are able to complete their master's degree in about half the time that it would normally take a non-major. Graduate social work education provides an opportunity for further study and skill development in a specialized area. If you are interested in graduate education in social work it is important to investigate a number of schools so that you can find one that suits your particular interests. Montevallo graduates have attended graduate school at the University of Georgia, Tulane, University of Tennessee, University of Pittsburgh, University of Alabama, University of Akron, Alabama A & M, Rutgers, Florida State University and Case Western Reserve.

One of the first things that students do upon graduation (actually the process can be started your last semester) is to apply for licensing. This involves completing some forms and preparing for the licensing exam. You will receive information regarding this process your last semester at UM. Licensing is important for a number of reasons. The most immediate reason for new graduates is that many jobs require that one be licensed. It is also an important source of professional identification.

Most social work graduates consider it important to join the National Association of Social Workers. Joining NASW and participating in local unit meetings is a good way to meet local social workers, find out about local job opportunities, and is generally a good way to get involved in the social work profession.

From time to time, the Social Work Program will call on you for help. This help may be in completing surveys, giving financially to the Program, notifying us of employment opportunities, or speaking with students. We will make every effort to stay in touch through our alumni [Newsletter](#).

No matter what you decide to do after graduation, please consider the Social Work faculty as a source of information.

SCHOLARSHIPS AND AWARDS

Dr. Jan Eagles Scholarship in the Allied Health Sciences

Description: The Jan Eagles Scholarship is awarded to an outstanding junior, majoring in a health field. The student who receives the scholarship must exhibit outstanding potential for further study in his/her chosen field and must be dedicated to the highest standards of scholarship, scientific inquiry and integrity. He/she should also exhibit a desire to be of service to humanity.

Criteria: -Grade point average 3.0 or higher.
 -Junior standing.
 -Potential for professional contribution
 -Financial need.

Louise White Dawson Scholarship

Description: This endowed scholarship was established by the family and friends of Louise White Dawson, a graduate of Alabama College (1930) and a member of the first group of social work majors at the college.

Criteria: -Junior standing (for senior year)
 -Grade point average 3.0
 -Potential for professional contribution
 -Financial need

Jeanette Niven Social Work Scholarship

Description: The Jeanette Niven Scholarship was established by friends and former students to honor the woman whose caring concern for her clients and students has spanned five decades.

Criteria: -Senior standing
 -Financial need
 -Potential for professional promise
 -Female whose education has been interrupted
 -GPA of 2.75 or better

Mary Edna Porter Family and Child Scholarship

Description: Family, friends, and colleagues of Mary Edna Porter, retired Executive Director of Family and Child Services, established this scholarship to honor her commitment to families and children and to social work education.

Criteria: -Senior social work major
 -Student exhibits and interest in working with families and children
 -3.0 GPA
 -Financial need (as determined by the social work faculty)
 -Professional promise as a social worker.

Roxie Craig Scholarship in Social Work

Description: This scholarship is in memory of Ms. Roxie Craig who graduated from the Social Work Program in 1942. Ms. Craig was a Senior Probation at Jefferson County Family Court who spent her professional life helping troubled children.

Criteria: -Financial need
 -Meet grade requirements for admission to the Program and/or Practicum (2.3 overall GPA; 3.0 GPA in Social Work)

Social Work Elite

Description: The Social Work Elite is an outstanding senior student who exemplifies scholarship, commitment and dedication to the profession, exhibits professional promise and is involved in campus activities.

Criteria: -Senior standing.
 -Grade point average 3.5 or higher.
 -Involvement on UM campus.
 -Demonstrates promise as a professional social worker
 -Campus (community) involvement.

RELEVANT STUDENT POLICIES

Plagiarism policy

<http://www.montevallo.edu/hwc/UMPlagiarismPolicy.shtm>

Americans with Disabilities Act

<http://www.montevallo.edu/faculty/policies/01130.shtm>

<http://www.montevallo.edu/SSwD/GeneralInformation.shtm>

Bias-Related Acts of Violence, Intimidation, Harassment, Discrimination

<http://www.montevallo.edu/faculty/Policies/01120.shtm>

Sexual Harassment

<http://www.montevallo.edu/faculty/Policies/01115.shtm>

Grievance Policy and Procedure

Page 7 of the Fledgling (University Student Handbook)

<http://www.montevallo.edu/sga/Alpha%20Entries.pdf>

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