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Accreditation & Memberships

The University of Arkansas – Fort Smith (UAFS) Social Work Program is fully accredited by the Council on Social Work Education (CSWE): <https://cswe.org/Accreditation>



COUNCIL ON SOCIAL WORK EDUCATION

The UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The United States Department of Education, the United States Department of Health and Human Services, and the Arkansas State Approving Agency for Partnerships (NACEP) accredits the UAFS Concurrent Enrollment Program.

Letter from BSW Interim Director

Dear Social Work Student or Prospective Student,

It is my pleasure as interim program director to welcome you to the Social Work Program at the University of Arkansas, Fort Smith (UAFS)! Social work is a wonderful profession. It is also a profession of great responsibility and ability. We need others like you to join us.

As you know, the social work profession is based on eight core values, which in turn, mandates our knowledge, skills, and actions. We are a profession based on _____ to all, regardless of their gender identity, ability, income-level, race/ethnicity, age, sexual or religious orientation, etc. We understand and value the _____ and it is our responsibility to treat all individuals, families, groups, organization, and communities with _____. Often working with the most vulnerable, marginalized, and disenfranchised populations requires that we challenge

The purpose of the handbook is to provide basic information, including practices, policies, rules, and procedures which are of importance to students who are either admitted or seeking admission to the Bachelor of Social Work (BSW) program. This handbook represents policy and procedural statements which have been approved specifically for the University of Arkansas - Fort Smith (UAFS), Social Work Program. The program, through appropriate processes, reserves the right to add, amend, or repeal policies and procedures, regulations, and rules in whole or part.

It is the policy of the UAFS to be in full compliance with all federal and state non-discrimination and equal opportunity laws, orders and regulations relating to race, sex, religion, disability, age, national origin, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. Questions or concerns should be directed to the

Director of Human Resources
University of Arkansas - Fort Smith
P.O. Box 3649
5210 Grand Ave. P.O. Box 3649
Fullerton Building, Room 235
Fort Smith, AR 72913-3649
479-788-7838

UAFS maintains a smoke-free environment.

Further information may be requested by contacting the appropriate administrator or faculty member. Students should write or telephone:

University of Arkansas - Fort Smith
Social Work Program
5210 Grand Ave. • P.O. Box 3649
Vines Building
Fort

UAFS provides equal employment, admission, and educational opportunities without regard to race, color, age, national origin, religion, disability, status, sexual orientation, or gender identity. UAFS does not discriminate based on disability in admission, access to, treatment, or employment in its programs and activities.

The university is committed to a policy of equal employment opportunity (EEO) and to a program

Social

workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers

responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- o Make ethical decisions by applying the standards of the NASW , ons

including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: Apply and communicate understanding of the importance of diversity and difference

economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social service.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

The UAFS Bachelor of Social Work (BSW) degree is designed in accordance with the Council on Social Work Educational Policies and Accreditation Standards (EPAS). The curriculum you will follow to complete the BSW degree is provided on the next page. It is designed to be taken in sequence, a predetermined order to allow you to learn and experience the knowledge, values, skills, and cognitive and affective processes to become an effective generalist social worker. As partial fulfillment for the BSW, students must successfully complete 13 required core social work courses (41 credit hours), listed below:

- SOWK 2103
- SOWK 3043
- SOWK 3113
- SOWK 3413
- SOWK 3423
- SOWK 3733
- SOWK 3823

IDN: _____

Printed Name: _____

SOWK 3433 Populations at Risk	3 Hours	Note 2	Grade_____
SOWK 3733 Social Work Practice III	3 Hours	Note 2	Grade_____

IDN: _____

Printed Name: _____

SOWK 3833 Geriatric Social Work	3 Hours	Note 2	Grade_____
SOWK 3853 Social Work Values and Ethics	3 Hours	Note 2	Grade_____

SOWK 3823 Social Policy Analysis and Advocacy	3 Hours	Note 2	Grade_____
SOWK 4623 Social Work and Substance Abuse	3 Hours	Note 2	Grade_____
SOWK 4903 Field Instruction I (Seminar)	3 Hours	Note 2	Grade_____
SOWK 4914 Social Work Practicum I	4 Hours	Note 2	Grade_____
Elective requirement	2 Hours	Note 3	Grade_____

SOWK 3843 Child Welfare Services	3 Hours	Note 2	Grade_
SOWK 4913 Field Instruction II (Seminar)	3 Hours	Note 2	Grade_
SOWK 4924 Social Work Practicum II	4 Hours	Note 2	Grade_
Elective requirement	3 Hours	Note 3	Grade_____

1. General Education Core Requirements, see Graduation Requirements section of this catalog. Follow requirements with the following stipulations: lab science BIOL 1153/1151 is required and select one additional lecture/lab.
2. These courses are used to determine major GPA, see Graduation Requirements. Must earn a C or better in all SOWK courses applied toward the degree.
3. Elective requirement, 17 hours. Consult with advisor.
4. Statistics requirement. Select one with

for admission into the BSW program cohort starting that following fall semester. Entry into the BSW professional program is competitive, please read the application carefully and include all required materials. Only complete application packets, submitted on or before the deadline (2nd Monday of February) are considered.

2.

Applications for admission

Student Handbook.

Coming to class is an important part of social work education. Attendance, including coming to class on time, staying until class is dismissed, and being truly present (i.e. not multitasking, texting, e- mailing, internet surfing) is a sign of professionalism and a courtesy to the instructor and your colleagues. Each student within the program for _____ is allotted

It is suggested that students talk to their instructor, face-to-face, before dropping a class.
Please refer to the UAFS

behavior and indicators of concerns to clarify expectations for student behavior and involve both academic (which are grade-related) and professional performance (which includes ethical and professional behavior) and are described below. Concerns about your progress in the social work program may be raised by any faculty member, the social work program director, your field or task instructor, the director of field education, or another student, depending on the type and context of the concern.

For retention in and graduation from the BSW program, students must meet the following performance criteria which include but are not limited to the following:

- Earn a C- or better in all prerequisite courses required for admission to the program
- Earn a C- or higher in all required social work (SOWK) courses
- Maintain a 2.00 GPA in all required social work major courses
- Maintain a 2.00 overall GPA
- Meet and maintain academic and professional standards of UAFS and the social work program

Indicators of concern:

- o Failure to maintain a 2.00 overall GPA once admitted to the BSW program
- o Failure to maintain a 2.00 GPA in all required social work courses
- o Failure to successfully complete either Field Seminar or Practicum (SOWK 4903, SOWK 4913, SOWK 4914, SOWK 4924)
- o Earn a grade of D- or less in a required social work major course
- o Have more than one class with a grade of incomplete @
- o Fail to comply with incomplete grade contracts in a timely manner

Students may withdraw from a course only one time. This option is only available for a maximum of two (2) different courses.

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social work program director will provide e-mail notification to the

Give feedback to peers and faculty in a constructive manner
Approach conflict with peers and instructors in a cooperative manner
Remain open to positive or negative feedback from peers and faculty
Use positive and nonjudgmental language
Demonstrate a willingness to understand diversity in people regarding age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
Demonstrate conduct in accordance with the
Demonstrate conduct in accordance with established laws and professional agency policies
Support the concept of client self-determination

Indicators of concern:

-
- Uncooperative or unwilling to participate in class activities
- Consistently late for class or field placement or consistently leave class or

Do not submit, in whole or in part, the same work for credit in more than one course, except with prior approval of the instructor
Avoid conflicts of interest that would interfere with the exercise of professional discretion and impartial judgment,

denial.

Students should be aware that records of criminal convictions will pose an obstacle to being placed into a BSW internship, finding professional social work employment in some agencies and fields of practice and will be a possible obstacle to attaining a social work license.

The purpose of this policy is to identify and support students facing obstacles in their academic journey to encourage academic and professional success.

Social Work Faculty will use Navigate to issue student notifications for attendance, missing assignments, or declining performance. The BSW Program Director will create case files within Navigate for BSW program students who have three or more student notifications issued in the semester. A referral is sent by Navigate to the academic advisor, who will then assess student needs and provide further support. The BSW Program Director will also assess student needs and provide student resources as needed. After assessing, the Program Director will request a performance review at the UAFS BSW faculty program meeting if necessary.

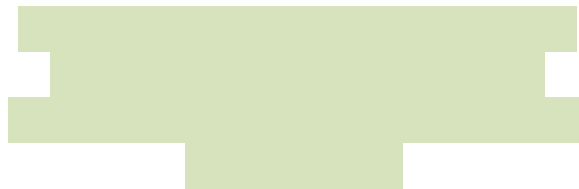
Faculty Advising

Academic advising is a critical element for student academic and career development. In order to provide the best opportunities for students to perform well academically and develop professionally, we have a well-developed system of advising.

Once students declare social work as a major, they are assigned an academic advisor from the College of Health, Education and Human Sciences (CHEHS) advising center. It is essential that each student work closely with their advisor in order to complete the required prerequisites and meet the guidelines for admission into the BSW program. Once formerly accepted into the BSW program, students are assigned a full-time social work faculty member to serve as their academic advisor. Students are initially advised during the BSW program orientation, held shortly after admission decisions are announced, then expected to seek out their faculty advisors for questions and discussions related to career issues, registration, and academic performance. University deadlines, procedures for graduation, and other technical questions should be addressed to the social work program office.

Social work faculty members are available throughout the semester, office hours posted on course syllabi and Blackboard. Faculty members provide additional advising hours during pre-registration to accommodate increased advising needs. It is essential that students meet with their advisor, plan their schedules, and follow degree plans in order to complete required courses and graduate on time. Your advising session notes and personal degree plans can be found on the _____ (SSC, Navigate) website, go to [My.UAFS](#) then select _____. Students register for courses online via [My.UAFS](#). Course information can be found in the _____ and the semester course schedule at (<https://academics.uafs.edu/records/course-schedule>) You must have a UAFS username and password in order to register. Students needing assistance with registration may come to the social work office to seek assistance.

Please review the course sequence and prerequisite requirements before meeting with your advisor. Students may arrange a face-to-face or telephone advising meeting with the faculty advisor. Students who are on academic probation or experiencing difficulties must meet in person with their assigned faculty advisor.



Student Rights & Responsibilities

Students in the UAFS social work program enjoy the following rights:

1. **The right to an environment that is conducive to learning**
2. **The right to all academic complaint and appeal procedures provided by the UAFS (<http://academics.uafs.edu/records/undergraduate-academic-catalog>)**
3. **The right to participate in the life of the social work program through involvement in student organizations (see Social Work Student Network, below) and appropriate decision- making entities relevant to policies, regulations, and procedures affecting the welfare of students**
4. **The Federal Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students in the social work program have the right to access their records in accordance with FERPA guidelines, the right to request changes to inaccurate or misleading educational records, and right to consent to disclosure of personally identifying information. University directory information is usually**

The Dean or their representative will review the formal request to determine its merit and to ensure all avenues for resolution have been exhausted by the student. An answer/decision will be issued to the student in writing within seven business days of receiving the formal grievance. If the student wishes to pursue the matter further, he or she must submit a written request within three business days to the Provost for the matter to be reviewed. The provost will issue a decision in writing within seven business days. The decision of the Provost is final. Matters other than instruction should be taken to the vice chancellor for student affairs (

will take steps, either directly with the complainant or through a reporting employee, to provide information about the y Complaint/Grievance Procedure, as well as available health and advocacy resources and options for criminal reporting. A packet of information containing all of these materials is available and may be requested by calling the Title IX Coordinator, 479-788-7310.

UAFS

- Event Coordinator
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Excerpts from NASW website:
<http://naswar.org/>

Master of Social Work (MSW) programs generally require two years of academic study. A number of graduate programs, however, grant advanced standing status to students who have received undergraduate degrees in social work from a CSWE accredited social work program. Specific guidelines for granting advanced standing differ among various schools; therefore, interested students should contact the specific schools that they are interested in attending. A complete directory of schools of social work with accredited master's degree programs can be obtained online from the CSWE website at <https://>

Excerpts from the CSWE <https://cswe.org/>

The National Association of Social Workers (NASW) Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet basic human needs of all

relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and

others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligations to respect confidentiality and any exceptions related to it.

2.03 Inter

- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKER'S ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance fairly and respectfully.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the

3				
4				
5				

Step 3. Expectations:

The following performance standards must be accomplished to demonstrate progress towards achievement of each improvement goal.

1.	
2.	
3.	
4.	
5.	

Step 4. Progress Checkpoints:

The following schedule will be used to evaluate your progress in meeting your improvement goals.

Goal #	Checkpoint Date	Type of Follow-Up (call/meeting)	Notes
1			

Print Student Name: _____

Student Signature: _____

Date: _____

Print Agency Field Instructor Name: _____

Confidentiality

Treat any personal information heard about a peer or instructor as strictly confidential

Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit

Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral to counseling.)

Never use names of clients or disclose other identifying information

• Indicators of concern:

Share or discuss information about faculty or peers inappropriately

Share information disclosed in class discussions with individuals external to the learning environment

Demonstrate poor judgment in self-disclosure

Disclose names or other identifying information about clients in the classroom or other settings

Communication Skills

Practice positive, constructive, respectful, and professional communication skills with peers and instructors (i.e. body language, empathy, listening, etc.)

Demonstrate use of critical thinking skills in communication

Clearly articulate ideas, thoughts, and concepts verbally and in writing

Communicate clearly with clients, supervisors, peers, and faculty

Strive to continually improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also in creating client records

Accept and benefit from constructive feedback

Demonstrate ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents

Demonstrate good organization in writing, following a logical sequence

Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing.

• Indicators of concern:

Unable to express information clearly and concisely either verbally or in writing

Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents

Unable to communicate clearly with clients, supervisors, peers, and faculty

Relate interpersonally or via social media in a manner that is disrespectful, manipulative, discriminatory, disruptive, and/or immature

Failure to follow appropriate procedures and channels for conflict resolution

Interviewing skills are not at the appropriate level for class standing (i.e. junior or senior)

Failure to respond to e-mails in a timely and appropriate, professional fashion

Professional Values, Ethics, and Integrity

Perform professional activities in conformity with the values and ethics of the profession

Demonstrate judgment that models the values and ethics of the profession as presented in the NASW Code of Ethics

Practice honesty with self, peers, and instructors

Demonstrate functional computer skills involving common software applications, computer tasks, learning systems, and website navigation

• **Indicators of concern:**

Failure to actively participate in the attainment of expected social work practice competencies o Unable to meet class or field requirements due to failure to balance personal and school responsibilities (i.e. employment vs. school)

Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor o Impairment as described in Section 4.05 of the NASW Code of Ethics, which may include impairment due to personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and performance or jeopardize the best interests of people for whom they have a professional responsibility

Diversity and Social Justice

Remain open to people, ideas, and creeds that are not familiar

Demonstrate the capacity and willingness to work with diverse client populations

Maintain speech free of racism, sexism, ageism, ethnocentrism, stereotyping, and prejudice, including unwarranted negative criticism of others and demeaning comments that refer to a person's individual attributes

Demonstrate understanding of how values and culture interact

Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity

Demonstrate commitment to social justice for all populations

Demonstrate understanding of how institutional and personal oppression may impede social justice for individuals, groups and communities

Learn about and advocate for methods of empowering populations and enhancing social justice

• **Indicators of concern:**

Unwillingness to work with or gain a greater understanding of diverse populations

Demonstration of stereotyping, judgmental attitudes, or prejudice

Failure to accept and develop an understanding of values and practices in different cultures

Does not understand the impact of oppression on individuals, groups or communities

Professional Behavior (from Field Manual)

The BSW is a professional degree and requires behaviors fitting for a professional social worker. In addition to the performance and behavioral expectations detailed in the

If the issue continues to be unresolved, the field director will be consulted and may include all necessary parties, including the student affairs committee.

Problem-Solving Process: Field Instructor Initiated

As soon as the field instructor identifies issues that may place the practicum in jeopardy, it is incumbent upon the field instructor to discuss, as soon as possible, any such problems with the student and the faculty liaison. The director of field education should also be contacted if the issue does not appear to be resolved. If issues cannot be resolved, the field instructor can request termination of the placement. This request should be provided in written form with the pertinent issues outlined. This is helpful in reviewing the student's needs and to assist with future planning. The faculty liaison will provide a written summary of the termination decision (including the event(s) prompting the termination and the reasons for it) to the BSW field coordinator, and the BSW program director, with a copy to the student. Activate appropriate "next-steps" with the student, either with the BSW field office for the student's placement in another setting, or with the BSW program director for an academic review of the student's standing in the program.

When agency field instructor or other agency personnel has a concern about a student's performance in field, the program suggests the following:

- The field instructor will meet with the student to address the issue;

- If the issue is not resolved, the field instructor will consult the faculty field director regarding the concerns;

- If the issue is not resolved, the field instructor and student will meet with the faculty field director together, and;

- If the issue continues to be unresolved, the field director will be consulted and may include all necessary parties, including the BSW Program director.