

**FLORIDA INTERNATIONAL UNIVERSITY  
COLLEGE OF SOCIAL WORK, JUSTICE, & PUBLIC AFFAIRS**

# **SCHOOL OF SOCIAL WORK**

## **UNDERGRADUATE PROGRAM HANDBOOK Bachelor of Science in Social Work**



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<http://www.socialwork.fiu.edu>

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## **SCHOOL OF SOCIAL WORK MISSION STATEMENT**

**The School of Social Work educates students for professional social work service and leadership in local, national, and international domains. The School collaborates with communities, conducts research, and disseminates knowledge in response to the needs of individuals and families living in diverse and multicultural urban environments. We lead the scholarly search for innovative, effective, and just solutions to human concerns.**

*Adopted May 2002*

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## **FLORIDA INTERNATIONAL UNIVERSITY**

Florida International University is a comprehensive, multi-campus urban research institution which is committed to providing both excellence and access to all qualified students desiring to pursue higher education. The University was established by the Florida State Legislature on June 22, 1965. It is a member Institution of the State University System of Florida. Classes began at the University Park Campus on September 19, 1972, with an initial enrollment of almost 6,000 upper-level undergraduate and graduate students. The Biscayne Bay Campus in North Miami opened in 1977. In July 1981, the Legislature funded the University to become a four-year institution and in August, 1981, the first freshman class was admitted. In 1990, the enrollment grew to over thirty thousand students.

## **SCHOOL OF SOCIAL WORK**

The Social Work Program was established in 1972, when the University began offering academic programs. The School offers undergraduate and graduate studies leading to the bachelor's (BSSW) and master's (MSW) degrees in Social Work and also offers a Doctor of Philosophy (Ph.D.) in Social Work. The BSSW program was one of the first degree program offerings in the University. The BSSW program has been accredited since July, 1974, by the Council on Social Work Education (CSWE). The MSW degree program has been offered since August, 1981 and received full accreditation status in April, 1986 by CSWE. The School is located on the University Park Campus.

The School of Social Work offers programs of professional study which prepare graduates to work effectively in complex human service organizations. These organizations may be located in governmental and voluntary settings within the community, regional, state, and national systems. Emphasis is placed on achieving a comprehensive, developmental, and community-oriented understanding of problems, issues, alternatives, and needs of an urban society faced with rapidly changing social, political economic and cultural conditions.

Educational opportunities offered in the BSSW program are designed to prepare students for generalist social work practice working with individuals, families, groups, communities, and organizations. The BSSW degree also prepares students for entrance into graduate schools of social work and for participation in society as an informed citizen.

Some graduate schools of social work give advanced standing to students with

a bachelor's degree in the field. At FIU, qualified students with a BSW degree may enter the graduate program with advanced standing and complete their MSW program of study in 30 credits. (For admissions criteria for the master's degree offered by the FIU School of Social Work see the Graduate Program Brochure.)

The program received full unconditional reaccreditation from the Council on Social Work Education, the National accrediting body, the fall of 2001. The educational policy statement of the Council on Social Work Education is contained in Appendix A of this Student Handbook.

## **SOCIAL WORK AS A PROFESSION**

Social work is an action-oriented profession which challenges many thoughtful people who are sensitive to the complex problems facing individuals and communities in modern society. The social work student seeks to acquire both knowledge about man and society and skills in helping people use their own resources - individual, familial, community - in meeting their needs.

Social workers are employed in a wide variety of public and voluntary community agencies - welfare departments, family and children's agencies, group-serving agencies, hospitals, courts, community-development programs, housing authorities, etc. The holder of the bachelor's degree in social work is eligible for many entry-level positions in such agencies.

## **UNDERGRADUATE SOCIAL WORK PROGRAM**

The undergraduate social work program offers an integrated educational experience that combines the theoretical and the practical. It is designed to prepare the student for beginning generalist practice in social work, and for participation in society as an informed citizen.

The typical student enters the program with two years of college credit (60 semester hours) and completes degree requirements in two additional years of study, or the equivalent in part-time study. Upon completion of the program, the student receives the degree of Bachelor of Science in Social Work.

A full-time social work student is eligible for student membership in the National Association of Social Workers. A graduate may become a regular member of the Association. Students are also invited to join the Student Social Work Association at the University and Phi Alpha Social Work Honor Society.

## **BSSW PROGRAM GOALS**

**The focus of undergraduate education is the preparation of students for generalist social work practice through the integration of knowledge, values, and skills into competent practice. These goals reflect the intent of CSWE's Educational Policy, Section 1.2 (See Appendix A).**

**The goals of the Undergraduate Social Work Program are to educate graduates to:**

- 1. Provide curricula for generalist practice that build on a liberal arts foundation and reflect state of the art social work knowledge.**
- 2. Educate students of generalist practice that is grounded in the history, values, and science of the social work profession.**
- 3. Recognize and demonstrate sensitivity to ethnic heritage, culture, gender, sex or sexual orientation, race, age, class, faith and spirituality, and disabilities and how these factors can affect social work practice with individuals, families, groups, communities or organizations.**
- 4. Educate students to enhance functioning of diverse individuals, families, groups, organizations and communities.**
- 5. Educate students to promote policies, services, and resource allocation through advocacy or political actions that result in social and economic justice.**
- 6. Prepare students to develop and use critical thinking, research and technology to advance and evaluate social work practice.**
- 7. Promote and provide opportunities for ongoing professional development.**

## **BSSW PROGRAM OBJECTIVES**

**The objectives of the undergraduate program are derived from the program goals and are consistent with CSWE's Educational Policy, Section 3 (See Appendix A).**

**Upon completion of their coursework and field education, the BSSW graduate is expected to:**

- 1. Apply critical thinking skills to generalist social work practice.**
- 2. Understand and apply values and ethics of the social work profession.**

3. **Learn to use supervision and consultation appropriate to generalist practice.**
4. **Demonstrate knowledge of the history of the social work profession and its role in addressing contemporary social problems.**
5. **Understand oppression and apply the strategies and skills of change that advance social and economic justice for vulnerable and at risk populations.**
6. **Understand, analyze, and apply knowledge and skills of generalist social work practice.**
7. **Use research based knowledge to understand human development and behavior across the life span.**
8. **Demonstrate knowledge of social welfare policies and the policy making process.**
9. **Demonstrate understanding of the basic skills needed to evaluate human service interventions, including their own practice.**
10. **Demonstrate professional communication skills across systems and settings.**
11. **Demonstrate the proficiency in the use of technology and application of technology to social work practice.**
12. **Practice effectively in organizations and service delivery systems and understand the process of organizational change.**
13. **Participate in seminars, workshops, and other activities sponsored by community organizations and professional associations.**

## **ADMISSION**

### **REQUIREMENTS:**

**Students desiring a major in social work must meet the following requirements:**

1. **Completion of the general education requirements from a Florida public community college (AA degree awarded) or completion of the University core curriculum from FIU with a grade point average of at least 2.5.**
2. **Completion of one college level course in statistics, one course in human**

biology with human content, and one course from each of the following areas: psychology, sociology, economics and American government. Students who have not taken these courses at the lower division level may complete these requirements at FIU. Continuation in the program will be subject to review by the faculty. Credits for all applicants are reviewed by the University Office of Admissions and by the BSSW Coordinator of the School of Social Work. Credit from foreign institutions are considered on an individual basis.

3. A transfer student who has not received the Associate of Arts degree from a public community college in Florida, must complete the University Core Curriculum within the first two semesters of study.

All general education or University Core Curriculum, foreign language requirements, and program requirements in statistics, human biology with human content, and the social sciences, as well as successful completion of the CLAST exam, must be successfully completed before field work in the senior year.

#### PROCEDURES:

An application form and additional material may be obtained online at [www.fiu.edu](http://www.fiu.edu) or from the Student Services Office. Completed applications and supporting material, including official transcripts, must be received in the University Office of Admissions by deadline dates set by the Office, usually about one month before the first day of classes.

## DEGREE REQUIREMENTS BACHELOR OF SCIENCE IN SOCIAL WORK

The Handbook in effect when the student enters the social work program as a major governs his/her graduation requirements.

#### GENERAL REQUIREMENTS:

1. The candidate for the degree must complete the general education or core curriculum requirements, as defined by the University. These requirements are specified in the University catalog. All students must complete a minimum of 8 semester hours in a foreign language. All students must fulfill the CLAST examination requirement. In addition, students must meet the pre-requisites of one 3-semester-credit hour college course in human biology, one course in statistics, and one course from each of the following areas: psychology, sociology, economics and American Government.

All students are required to obtain a copy of the FIU catalog upon admission. Students are referred to the catalog for specifics regarding admission, degree requirements and graduation requirements.

2. The degree candidate must have a minimum of one hundred and twenty (120) semester hours of credit, of which sixty (60) semester hours must be earned at the upper division level from an accredited institution. Normally, the last thirty (30) semester hours must be earned in residence at Florida International University. In addition, students who enter into the Florida State University System with fewer than 60 credit hours are required to earn at least nine credit hours prior to graduation by attending one or more summer terms at a Florida state university.
3. Criteria for considering upper-level transfer credit include: a review of the prior educational institution's catalog description, and syllabi of courses put forth for evaluation. Course syllabi are reviewed for specific learning objectives of knowledge, skills, and attitudes in the identified area. In review of social work courses, status of the prior institutions with CSWE is considered.

A "C" grade is required for a course to be considered eligible for transfer credit; and up to 15 credit hours normally can be transferred toward the degree at the discretion of the BSSW Coordinator. More than 15 upper level transfer credits may be awarded by the BSSW Coordinator to those applicants who present a record of previous study in accredited programs acceptable for substitution, (For Program Admission Evaluation form see Appendix B.)

4. A grade-point average of at least 2.0 or higher in upper-division courses is required for continuance in the program and a 2.5 for admission into the field component.

#### **COURSE REQUIREMENTS:**

The degree candidate is required to take specific classroom courses in social work and in other departments. In addition, the student must complete enough elective courses in social work or in other departments to obtain the credits required for graduation, or a total of at least 60 credits in upper-division courses.

1. **Social Work Courses.** The degree candidate must complete a minimum of fifty- one (51) semester hours in social work courses, including two consecutive Field Practicum courses. These courses must be planned in sequence so that prerequisites and co-requisites are fulfilled. For the

complete list of course prerequisites and co-requisites, see Appendix C.

**Required Social Work courses are:**

SOW 3113 – The Social Environment & Human Behavior I  
SOW 3100 – The Social Environment & Human Behavior II  
SOW 3232 - Social Welfare Policy and Services I  
SOW 3233 - Social Welfare Policy and Services II  
SOW 3203 - Introduction to Social Work Practice  
SOW 3313 – Social Work Practice with Families and Individuals  
SOW 3350 – Interviewing Techniques Lab  
SOW 3403 – Social Work Research  
SOW 3620 - Social Work and Human Diversity  
SOW 4322 – Social Work Practice with Groups  
SOW 4332 – Social Work Practice with Communities and Organizations  
SOW 4511 - Field Practicum I  
SOW 4522 – Field Seminar I  
SOW 4512 - Field Practicum II  
SOW 4523 – Field Seminar II

2. **Courses in other departments.** Entering students who have not completed all admission prerequisites may need to take one or more courses in other departments. Statistics, biology with human content, and courses in psychology, American government, sociology and economics are required.
3. **Electives.** The degree candidate must have 9 credits of additional upper division courses in social work or in other related departments. Students have a wide range of courses from which they may select those most relevant to their special interests or career objectives. Advisers are prepared to help students choose appropriate electives. Appropriate electives include upper level courses which support and reinforce the social work major. Subject areas may include sociology, psychology, health services, criminal justice and women's studies' courses. Faculty advisors must approve electives. Students may also choose to minor in an area related to social work by completing 15 hours of electives in that minor. A request for minor form must be approved by the BSSW Coordinator.
4. A Professional Portfolio will be completed and submitted during the last semester of the program. The student's Portfolio must receive a minimum passing score in order to graduate. Information about the Portfolio will be provided in the field seminars.

An Undergraduate Certificate in Child Welfare is offered by the School. Students may choose to pursue this certificate during their program of study.

## FIELD EDUCATION

The field work experience which parallels classroom experience, is a period of orientation and practice in the delivery of services. In the classroom, social work students center their attention on words, ideas, and descriptions of relationships. The relationship between study and life, however, remains a tenuous one until the student can work in the field under the guidance and supervision of an experienced social worker.

In order to enroll in the first field experience course (SOW 4511), the student must have completed SOW 3113, 3100, 3232, 3233, 3203, 3313, 3350, 3403, and 3620 with a grade of at least C in each course and completed all prerequisite requirements including biology with human content, statistics, psychology, sociology, economics, American government, 8 hours in a foreign language, successful completion of all sections of the CLAST exam, and all general education or core curriculum requirements and maintain a minimum GPA of 2.5. In addition to the course and grade prerequisites for field practicum, students are expected to demonstrate academic, communication, inter-personal and personal attributes and skills necessary for the profession as determined by their classroom performance, advisor evaluations and recommendations, and personal interviews with the field coordinator.

Please note that students do not automatically receive field placements simply by virtue of being enrolled in the program. Applications must be submitted by the following dates:

Fall Semester -	June 1
Spring Semester -	October 1
Summer Semester -	February 1

**NOTE:** Because plans must be made well in advance, late applications will not be accepted. Agency lists and descriptions are available online at [www.socialwork.fiu.edu](http://www.socialwork.fiu.edu).

Students have the opportunity to request a field placement in a service area of particular interest. While the field coordinator will make every attempt to accommodate this request, it cannot be guaranteed. Service areas available to students include child welfare/family agencies, elderly services, healthcare, mental health, developmental disabilities, addictions, and the justice system.

The field coordinator reviews each application, and students attend the mandatory orientation seminar (usually within two weeks of the application deadline). At the orientation, students arrange for individual interviews with the field coordinator. After these interviews, students are notified of their agency

assignment by mail. Students are then responsible for arranging the subsequent pre-placement interview with a designated person in the field agency. Students should not contact agencies until the assignment is received by mail. Under no circumstances can a student make arrangements for their own placement. The purpose of the interview is to introduce students to the agency and the educational experiences offered. All students will remain at the same agency for both field placements.

Because agencies in which placements are made normally operate during ordinary business hours (8:30 a.m. to 5:00 p.m.), students must plan in advance to have daytime hours available during the semester in which they take field experience courses. Only rarely is it possible to arrange for field instruction during evening or weekend hours. Undergraduate students cannot use their employing agency as their field placement. The student who registers for Field Experience I and II must also register for the integrative field seminar (SOW 4522 or SOW 4523) in which field experience and supporting theory are considered and the co-requisite practice course (SOW 4322 or 4332).

The student is expected to:

1. Enter field placement with a readiness and willingness to learn and become involved in all appropriate aspects of the field experience.
2. Follow the prescribed personnel protocol of the agency and demonstrate appropriate professional behavior.
3. Communicate openly with the Field Instructor/Educator on all matters pertaining to the field experience.
4. Observe and respect the unique importance of the individuals, families, groups, and communities to be served by the agency in accordance with generally recognized social work principles of confidentiality.

While the field serves many purposes, a major function of the field practicum is to serve as an evaluation tool for the student's suitability for a career in the social work profession. The field placement evaluation process, which begins on the first day the student is in an agency, should be an ongoing, shared appraisal of performance so that written evaluations reflect material previously discussed between the student and the Field Instructor/Educator.

All written evaluations will be signed by the student. The signature indicates only that the student has read the evaluation. The student may respond to the written evaluation in order to point out areas in which there may be disagreement. The student receives a copy of any written evaluation. A negative evaluation of field performance may result in the student not being able to continue in the social work program.

Agency lists and descriptions as well as the Field Practicum Manual and all

related forms are available online at: <http://swjpa.fiu.edu/SocialWork/field.htm>. Students are expected to act in accordance with the policies and procedures outlined in the Field Manual.

### **Course Requirements**

Both required consecutive field placements require a total of 315 clock hours each semester or 630 hours totally. This exceeds the minimum of 400 hours CSWE requires for undergraduates. Specific scheduling of the weekly requirement of hours is coordinated between the student and the Field Educator. In addition, students are required to attend biweekly seminars each semester.

## **OUTCOME MEASURES**

In order to provide a comprehensive and continuous program assessment, the School has adopted an assessment model with a focus on student learning outcomes. The model contains both direct and indirect methods of assessing the outcomes in relation to the objectives of the program.

For the baccalaureate program, the direct measures include the Final Field Evaluations (completed by Field Instructor/Educators) and student portfolios while the indirect measures include Student Exit Surveys, Student Agency Evaluations, and Alumni Surveys. The goals and the respective objectives of the program are directly linked to the Field Instructor/Educator Evaluations completed on each student by their Field Instructor/Educators at the end of each semester. In addition, a required portfolio was implemented in the fall 2004 as a second direct measure of student learning outcomes. Using an assessment rubric, a panel of three faculty members review the portfolios and provide feedback to the students. Although this review process is labor intensive, feedback from the faculty, students and Field Instructor/Educators regarding its use has been positive.

## **THE PROFESSIONAL SOCIAL WORK PORTFOLIO**

In Field Seminars I and II (SOW 4522 and 4523), that are also taken concurrently with the field practica, course objectives parallel those of the field. Students develop their professional portfolio with specific assignments for each semester that assists the students in linking theory with practice and in demonstrating their ability to practice social work with a client(s) at their field agency. Portfolio assignments address such practice areas as assessment, treatment planning, ethical issues, process recording, and termination.

One of the first assignments completed by students is a Power Point

presentation to their class about their agency. This presentation includes examining the purpose and goals of the agency, the clients it serves and the interpersonal relationships of the agency as well as the agency's structure, funding sources, and a social policy issue (i.e., specific government or legislative policy) that affects services to clients at the agency. Students are asked to explain how this particular policy enhances or diminishes services to clients at their agency. This assignment also asks the students to identify one potential or current diversity issue in regards to their supervisory relationship.

Other assignments for the portfolio are related to field experiences and for the first semester include: their individualized learning contract, a case assessment completed at their field agency, a treatment plan and intervention process for one of their clients, and a community resource file with information about other agencies in the community, especially those that could be used as referral sources for clients at their field agency.

Students continue with portfolio assignments that continue to integrate theory with practice in the field and the assignments include: their individualized learning contract for the second placement, a case presentation about an ethical concern or dilemma at their agency, progress notes on a client, a process recording of termination with a client at their agency, their resume with a sample cover letter and relevant material such as certificates, transcripts, special course assignments that they may wish to include in the portfolio appendices.

The ethical dilemma assignment for the Portfolio addresses issues that are related to vulnerable and at-risk populations and social and economic justice by addressing policy issues that may be in conflict with their own personal and moral codes.

The assignments for the portfolios are turned in to their faculty field coordinators in the seminars for review and grading and then are returned to the students to be placed into their structured portfolio. The portfolios are collected at the end of each semester and reviewed by a panel of a minimum of three faculty members including faculty field coordinators at what is now referred to as "the portfolio party" (all day panel review). Each portfolio is reviewed using a *Portfolio Assessment Rubric* and the rubric, along with written comments, is returned to the student along with her/his portfolio.

The assessment rubric evaluates the portfolio on six dimensions/items: organization and presentation, communication, relevance of contents, quality of contents and evidence of accomplishment, critical thought or analysis and scholarship, and self-awareness and self-reflection. The rubric contains a three-point scale for each of the dimensions. A score of one (1 – below satisfactory) indicates that there is little evidence of readiness for generalist

social work practice. A score of two (2 – satisfactory) indicates that there is substantial evidence of satisfactory readiness for generalist social work practice, and a score of three (3 – above satisfactory) indicates that there is convincing evidence of superior readiness for generalist social work practice. The total score is indicated by the sum of the scores for each dimension. A total score of 10 – 11.99 and no more than one dimension below a two would represent a marginal pass and indicate there is some evidence of readiness for generalist practice. A score of 12 – 14.99 with no score below a two on any dimension would represent a satisfactory score and indicate clear evidence of satisfactory readiness for generalist practice. A score of 15 – 16.5 with no score below a two on any dimension would represent an above satisfactory score and indicate convincing evidence of superior readiness for generalist practice. A score above 16.5 with no score below a two on any dimension would represent an exceptional score and indicate convincing evidence of readiness for generalist social work practice.

## GRADES AND RECORDS

The grading system in effect in the social work program is:

- A (4.00)
- A- (3.67)
- B+ (3.33)
- B (3.00)
- B- (2.67)
- C+ (2.33)
- C (2.00)
- C- (1.67)
- D+ (1.33)
- D (1.00)
- D- ( .67)
- F ( .00)

with the exception of the two field work courses, which are approved for P (Pass) or F (Fail) grades only.

Student grades and other evaluations of performance are confidential. Instructors are not permitted to post grades by name or student social security number.

Students who wish to have reference letters sent on their behalf must submit requests in writing. Upon request, they may obtain copies of any reference material in their files.

## **ADVISEMENT**

Each entering student is assigned to a faculty adviser. In addition, the Coordinator of Student Services is also available for advisement to all students. Advisers are available at registration and pre-registration periods and during their regular office hours to answer questions about required and elective courses, to discuss possible types of field experience, to explain academic regulations, and to help students consider their plans for employment or graduate study. Students should see their advisers once during the semester to discuss their professional development. This should take place during the adviser's office hours.

## **ACADEMIC APPEALS PROCEDURE**

Students are referred to the FIU student handbook. It is the student's responsibility to obtain a free copy of the handbook from the Office of Student Government. Student conduct & policies are clearly outlined. Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University.

## **STUDENT ORGANIZATIONS**

Social work students are encouraged to participate in the various organizations listed in the University Catalog.

The Student Social Work Association (S.S.W.A.) is the organization for social work students. It has served as an important means by which student opinions may be conveyed to members of the faculty. S.S.W.A. representatives are invited to observe faculty meetings and to participate in committee work.

Phi Alpha Honor Society (Delta Iota Chapter) is a chapter of the National Phi Alpha Honor Society for social work. Undergraduate Students are eligible to apply for membership after they have met the following criteria: completed at least nine (9) credit hours of social work courses, maintain a 3.0 overall GPA and a 3.25 for social work courses, and are a member of SSWA and earn at least 7 service points per semester. Membership applications and information are available in the School's office on all three campuses. Information can also be obtained from the School's website.

## **DISABILITY SERVICES**

The School of Social Work complies with the Americans with Disabilities Act, the 1973 Rehabilitation Act, Section 504, and the Florida Equity Act in providing auxiliary aids and services to persons with disabilities.

The Disability Resource Center provides assistance to students having physical, visual, hearing, speech, learning, psychosocial, chronic, and temporary disabilities. Students must request services preferably before beginning of semester in order to assess student's needs and coordinate appropriate services and accommodations. All services are provided based on individual need. A student with disability should also contact each course instructor at the beginning of the semester to facilitate a smooth provision of accommodation.

The School of Social Work is dedicated to providing the highest quality of education to all students and will provide accommodations needed for special access for persons with disability.

For further information, contact the Disability Resource Center at University Park Campus, Graham Center, room 190 (GC 190), (305) 348-3532; at the North Miami Campus, Wolfe University Center, room 139 (WUC 139), (305) 919-5345 or at <http://drc.fiu.edu/>.

#### CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE

Students are expected to complete all academic and nonacademic requirements for the Social Work Program in the preparation for professional practice. Issues can arise regarding student academic performance or non-academic or conduct which may result in a review of the student's situation and continuing progress in the Social Work Program. The guiding principles central to ensuring professional competence by all social work students is adherence to a set of values, principles, and ethical standards set forth by the National Association of Social Workers (NASW), and universally accepted by the social work profession. Some of the possible reasons that would result in initiation of the Student Review and Termination Procedures are:

1. Academic performance matters, or
2. Nonacademic performance matters in the classroom, field setting, or other relevant locations.

## **1. ACADEMIC PERFORMANCE**

### **Criteria for Academic Performance Review**

**Inability, unwillingness, or failure to meet academic requirements may result in the initiation of the Student Review and Termination Procedure.**

**The following academic performance issues meet the criteria for Academic Performance Review although are not considered to be inclusive or exhaustive of possible student issues:**

- 1. Plagiarism, cheating, or any form of academic dishonesty or disruption (refer to Code of Student Conduct in Florida International University Student Handbook, NASW Code of Ethics).**
- 2. Failure to maintain a 3.0 GPA (MSW) or 2.5 GPA (BSSW) or beyond one semester of academic probation.**
- 3. Failure to follow course sequencing as scheduled and/or advised, unless other arrangements were made and approved in writing by the appropriate BSW/MSW Program Coordinator, the Field Coordinator, or the BSSW Coordinator of the School.**
- 4. A failing grade for any semester of the field practicum.**

## **2. NON-ACADEMIC PERFORMANCE**

**Students are expected to demonstrate professional conduct and attitudes in all parts of the Social Work Program. Possible nonacademic performance issues include, but are not limited to conduct that is inconsistent with or a violation of the Code of Ethics of the National Association of Social Workers and/or the University Code of Conduct**

### **Criteria for Non-academic Review**

**Inability, unwillingness, or failure to meet generally accepted professional guidelines of professional conduct, personal integrity, or emotional stability may result in the initiation of the Student Review and Termination Procedure. The following nonacademic performance matters include, but are not limited to, inappropriate or disruptive behavior toward colleagues, faculty, staff, field**

**Educators, clients or others within the social work program, university, field placement, or affiliated organizations.**

- 1. Inability, unwillingness, or failure to:**
  - **Respect and/or promote the clients' right to self-determination.**
  - **Provide clients with the opportunity for informed consent.**
  - **Provide services within the boundaries of their competence, utilizing supervisory consultation as guidance.**
  - **Respect human and cultural diversity.**
  - **Respect clients' right to privacy and confidentiality in accordance with professional ethics, Florida statutes, University, or agency policy.**
  - **Treat fellow students, colleagues, supervisors, or Educators with respect.**
  - **Maintain the confidentiality of fellow students, colleagues, supervisors or Educators.**
  - **Use practice skills or interventions that fall within the range of accepted and relevant practice.**
  - **Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities and attributes essential for professional social work practice.**
  - **Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by Florida statute.**
- 2. Entering into a dual relationship with clients or failing to disclose a conflict of interest.**
- 3. Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.**
- 4. Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.**
- 5. Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or Educators.**
- 6. Exploitation of clients who lack the capacity to make informed decisions.**
- 7. Not taking adequate steps to address or remedy personal problems, psychosocial distress, substance abuse, or mental health impairment that interfere with practice effectiveness or classroom learning.**

8. Unethical or criminal conduct that interferes with competent performance as a social work practitioner or may potentially compromise the safety of others or client services.
9. Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
10. Acts or threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors, or Educators; or acts which may threaten the safety of same.
11. Failure to comply with all agency and School of Social Work policies and procedures (e.g., physicals, drug screens, HIV testing, liability insurance, dress and appearance codes, immunizations, fingerprinting, and criminal background checks).

### ***3. INITIATING A STUDENT REVIEW AND TERMINATION PROCEDURE***

**Who can initiate a concern about a student?**

**A student, client, supervisor, Field Educator, colleague, or faculty member who observes or has knowledge of any of the above academic or nonacademic performance or conduct issues, or any other behaviors which appear to interfere with professional social work education or practice, may bring the issues to the attention of the BSSW Coordinator of the School of Social Work.**

#### **Process**

1. The student and faculty member (or other e.g. Field Educator) should attempt to resolve the matter in a mutually agreeable fashion.
2. If the problem is unresolved at this level, a student may make a written formal appeal to the BSSW Coordinator of the School of Social Work within ten (10) days of the failure to resolve the matter informally. The written appeal should include a description of the nature of the issue and a summary of previous resolution efforts. The BSSW Coordinator of the School of Social Work may refer the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee.
3. The Student Review and Termination Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice by the BSSW Coordinator.

4. **Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.**
5. **The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but may not speak for the student or represent the student to the committee.**
6. **The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the BSSW Coordinator of the School of Social Work within five (5) working days of the meeting.**
7. **Written notification of the BSSW Coordinator's decision will be sent to the student within five (5) working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the BSSW Coordinator include:**
  - **A determination that the matter is so egregious as to warrant immediate termination from the program;**
  - **Referral of the matter to the BSW, MSW, Ph.D., or Field Program Coordinator to create with the student a plan for remediation of the problem.**
8. **If satisfaction is not achieved at this level, the student may make a written appeal as follows:**

**Undergraduate Students to the Executive Dean of the College of Social Work, Justice, and Public Affairs as outlined in the Student Handbook.**

#### **Rules governing remediation plan**

1. **A time line will be developed for completion of the plan.**
2. **The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the BSSW Coordinator of the School of Social Work.**

3. The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements.
4. If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the BSSW Coordinator of the School of Social Work.
5. This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress.
6. If satisfaction is not achieved at this level, the student may make a written appeal to the Executive Dean of the College of Social Work, Justice, and Public Affairs as outlined in the Student Handbook.

**NOTE:** The School of Social Work will comply with the Florida Statute 228.093 regarding confidentiality of student records.

#### **Student Review and Termination Committee Membership**

The membership of the Student Review and Termination Committee is determined by the BSSW Coordinator of the School of Social Work using the following guidelines:

- (1) The Associate BSSW Coordinator will serve as chair to the committee.
- (2) The Coordinator of Field Education or designee and a member of the Field Advisory Committee or agency Field Instructor/Educator will serve on the committee if a field practicum issue is brought to the committee.
- (3) A student representative from the School of Social Work in either the second year of the MSW program or a senior in the BSSW program will serve on the committee.
- (4) A faculty member from the School of Social work will serve on the committee.

## LIBRARY

The University has attractive libraries, which include major journals, government documents, reference materials, books, and other materials needed by social work students. The libraries at the Biscayne Bay, University Park and Pines campuses all have collections of social work materials. For exact library hours, consult the posted schedules.

## GRADUATION CHECK AND APPLICATION FOR GRADUATION

Individual files for all social work majors are kept in the School at the University Park Campus. The student is encouraged to review his/her file periodically with the faculty adviser to check on requirements and progress through the program.

The student nearing graduation should check the catalog and/or the Office of Registration for the deadline date for application for graduation. The Undergraduate Program Coordinator certifies the student's record for graduation during the last semester in residence.

All students who enter into the State University System with fewer than 60 credit hours are required to complete at least 9 credit hours during one or more summer terms. Students are responsible for meeting this requirement.

A graduating student may apply for academic honors on the basis of his/her cumulative grade-point average (GPA). Requirements are as follows:

To graduate Cum Laude, a GPA of 3.50 to 3.699.

To graduate Magna Cum Laude, a GPA of 3.790 – 3.899.

To graduate honors Summa Cum Laude, a GPA of 3.9 or higher.

To graduate with the above honors, at the time of applying for graduation the student must have completed forty semester hours (courses with letter grades only) at Florida International University since the fall of 1975.

### **DEAN'S LIST**

Any undergraduate student who earns a semester average of 3.5 or better on 9 or more hours of course work for which grade points are earned, is placed on the Semester Dean's List. This achievement is noted on the student's semester report of grades and permanent academic record (transcript).

### **ACADEMIC WARNING, PROBATION AND DISMISSAL**

**WARNING:** A student whose cumulative GPA falls below a 2.0 (undergraduate) or 3.0 (graduate) will be placed on WARNING, indicating academic difficulty.

**PROBATION:** A student on WARNING whose cumulative GPA falls below 2.0 (undergraduate) or 3.0 (graduate) will be placed on PROBATION indicating serious academic difficulty. The College/School of the student on PROBATION may appropriately communicate conditions which must be met in order to continue to enroll.

**DISMISSAL:** A student on PROBATION whose cumulative and semester GPA's fall below a 2.0 (undergraduate) or 3.0 (graduate) will be automatically dismissed from his/her program and the University. The student has ten (10) working days to appeal the dismissal decision. This appeal must be made in writing to the Dean of the College/School in which the student is admitted. If the student's appeal is denied, the dismissal from the University is for a minimum of one year. After one year, the student may apply for readmission to the University in the same or a different program, or register as a special student.

### **FINAL EXAMINATIONS**

Final course examinations will be given during the week following the last day of classes during each semester. The summer semesters do not have final examination periods, the final course examinations may be given at the discretion of the faculty member teaching the course.

## **CAREER PLANNING**

Faculty members are eager to help the student in developing career goals and plans. The student's adviser is available for discussion of long-range plans or immediate job opportunities. The student may also wish to consider the opportunities covered below.

## **GRADUATE STUDY**

**Social Work graduates from programs accredited by the Council on Social Work Education may be considered for advanced standing in some MSW programs including Florida International University. Information about the different graduate programs may be obtained directly from the various graduate schools. FIU's advanced standing program requires 30 graduate credits.**

**Students interested in the master's degree program offered by the School of Social Work at F.I.U. should request a graduate application packet as early as possible.**

## **EMPLOYMENT**

**The Division of Student Services, at the Graham Center, maintains a file of job openings. Students are welcome to consult this at any time.**

**The bulletin boards in the social work program areas display information about social work jobs. Advisers in the school may also provide information about openings.**

**The NASW NEWS, published by the National Association of Social Workers, usually includes several pages of advertisements about job openings in various parts of the country. Students are encouraged to join NASW.**

## **APPENDIX A**

**EDUCATIONAL POLICY**  
**Council of Social Work Education**  
**April, 2002**

**1. Purposes**

**1.0 Purposes of the Social Work Profession**

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

**1.1 Purposes of Social Work Education**

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

## 1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## **2. Structure of Social Work Education**

### **2.0 Structure**

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

### **2.1 Program Renewal**

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## **3. Program Objectives**

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### **3.0 Foundation Program Objectives**

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.<sup>1</sup>
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

[1 Note: Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.]

### 3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a

broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### 3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

## 4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

### 4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

### 4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

### 4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic

deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

#### 4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

#### 4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

#### 4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge 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.

#### 4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

#### 4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

### **5. ADVANCED CURRICULUM CONTENT**

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

**APPENDIX B  
ADMISSION EVALUATION  
Undergraduate Program**

**NAME:** \_\_\_\_\_

**STUDENT#:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE#:** \_\_\_\_\_

\_\_\_\_\_

**WORK #:** \_\_\_\_\_

**CORE CURRICULUM REQUIREMENTS**

(Complete only if student has general education or CORE curriculum deficiencies.)

COURSE	HRS. DEF.	SEM.	GRADE
English			
Humanities with writing			
Quantitative Reasoning			
Natural Science			
Social Inquiry			
Arts			
Foreign Language			

**PRE-ADMISSION REQUIREMENTS**

Passed CLAST \_\_\_ Yes \_\_\_ No Date \_\_\_\_\_

Hours Transferred \_\_\_\_\_

GPA at admission \_\_\_\_\_

51 Semester hours

**REQUIRED SOCIAL WORK COURSES**

COURSE	SEMESTER TAKEN	GRADE
SOW 3113		
SOW 3100		
SOW 3232		
SOW 3233		
SOW 3203		
SOW 3313		
SOW 3350		
SOW 3403		
SOW 3620		
SOW 4322		
SOW 4332		
SOW 4511		
SOW 4522		
SOW 4512		
SOW 4523		

**PRE-REQUISITE COURSES**

COURSE	SEMESTER	GRADE
Statistics		
Human Biology		
Psychology		
Sociology		
Am. Government		
Economics		

**ELECTIVES**

9 semester hours

COURSE	SEMESTER TAKEN	GRADE

**Advisor:** \_\_\_\_\_

**Coordinator's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student Entry Date:** \_\_\_\_\_



(51 Semester Credit Hours)

COURSE #	PRE-REQS	CO-REQS	PRE/CO-REQS
SOW 3113-HBSE I	Biology with human content		
SOW 3100-HBSE II	SOW 3113		
SOW 3232-Policy I			Am. Govt & Economics
SOW 3233-Policy II	SOW 3232 SOW 3203		
SOW 3203-Intro to Social Work	None	None	None
SOW 3313-SW Practice with Families and Individuals	SOW 3113, 3232, 3203		SOW 3100
SOW 3350-INTERVIEWING TECHNIQUES LAB			SOW 3313
SOW 3403-Research	Statistics		
SOW 3620-Diversity	SOW 3203		
SOW 4322-SW Practice with Groups	SOW 3313	SOW 4511	
SOW 4332-SW Practice with Communities and Organizations	SOW 4322, 4511	SOW 4512	
SOW 4511-Field I	SOW 3113, 3100, 3232, 3233, 3203, 3313, 3620, 3403 <b>Majors Only</b>	SOW 4322	
SOW 4522-Field Seminar I	SOW 3113, 3100, 3232, 3233, 3203, 3313, 3620, 3403 <b>Majors Only</b>	SOW 4322 SOW 4511	
SOW 4512-Field II	SOW 4322, 4511 <b>Majors Only</b>	SOW 4332	
SOW 4523-Field Seminar II	SOW 4322, 4511 <b>Majors Only</b>	SOW 4512	

PRE-REQUISITES AND CO-REQUISITES FOR ELECTIVE SOCIAL WORK COURSES  
(9 Semester Credit Hours)

COURSE #	PRE-REQS	CO-REQS
SOW 3801-Self-Awareness	None	None
SOW 4272-Comparative Social Welfare Policy	None	None
SOW 4654-Child Welfare Practice	SOW 3313	None
SOW 4658-Mental Health Services for Children & Adolescents in Child Welfare	Child Welfare Certificate Student SOW 3313	None
SOW 5109-Crises in the Lives of Women	Senior standing	None
SOW 5354-Crisis Intervention in Social Work Practice	Senior standing with permission of instructor	None
SOW 5605-Medical Social Work	Senior standing	None
SOW 5614- Social Work Practice with Persons Affected by Domestic Violence	SOW 4511 SOW 3313	None
SOW 5621-Social Work with Refugees, Immigrants, and Migrants	SOW 4511 SOW 3313	None
SOW 5635-School Social Work Practice	Permission of instructor	None
SOW 5689-Social Work Practice with Sexual Problems	Senior standing with permission of instructor	
SOW 5710-Issues in Addiction Practices	Senior standing with permission of instructor	
SOW 5932-Seminar in Social Work Practice	Senior standing	

## RECOMMENDED PART-TIME PROGRAM

Students beginning part-time in the Fall term must take the first three courses listed below under Fall term and the first two courses listed under Spring term. Students beginning in the spring or summer terms should contact their advisors or the Coordinator of Student Services/

Fall Term Term	Spring Term	Summer
SOW 3113* SOW 3232* SOW 3203*	SOW 3100** SOW 3233**	SOW 3620 SOW 3403
SOW 3350 SOW 3313	Elective *** Elective ***	Elective ***
SOW 4322 SOW 4511 SOW 4522	SOW 4332 SOW 4512 SOW 4523	

\*Required during first Fall term

\*\*Required during first Spring term

\*\*\*Electives may be taken during any semester

## **CONTACT INFORMATION**

### **UNIVERSITY PARK CAMPUS**

#### **School of Social Work**

University Park Campus  
12000 SW 8<sup>th</sup> Street, GL 4<sup>th</sup> Floor  
Miami, FL 33199

(305) 348-5880

Social Work Admissions

(305) 348-5887

School of Social Work Student Services Coordinator

(305) 348-0678

Office of the Registrar

(305) 348-2320

Financial Aid

(305) 348-7272

University Graduate School

(305) 348-2455

Graduate Admissions

(305) 348-7442

Health and Wellness Center

(305) 348-2688

International Student and Scholar Services

(305) 348-2421

Field Practicum Office

(305) 348-3881

Disability Services

(305) 348-3532

Website

<http://socialwork.fiu.edu> |

## **STUDENT BILL OF RIGHTS**

- 1. Students are the chief consumers of university services. One of the major purposes of legislative enactment in establishing publicly funded universities is to provide for the education of qualified individuals in the population in order to enhance learning and promote area and state development. The provision of supporting services in the form of competent teaching, administration, and maintenance is designed to serve this end and make this education possible. Students therefore have a right to receive reasonable and adequate service in these areas and to have these areas competently and efficiently managed to insure reasonable and adequate delivery of these services.**
  
- 2. Students have a right to rely on the published standards and purposes set forth under the laws and authority of the State of Florida and vested in the Board of Regents. Accordingly as this authority is delegated to individual university administrations or their educational subdivisions, students have a right to rely on the officially published course offerings and standards, content, quality and objectives set forth in syllabi established under their auspice. In making overall career decisions, in choosing majors, professional degrees, or designated courses of study, the student is seen as a consumer making a choice as to expenditure of time and money. The published program of study is thus offered as the basis of a contract and reasonable assurance that the university will produce those goods and services as set forth to prospective students.**
  
- 3. As the quality of the instruction offered by a Social Work Program and the level of learning expectations are determining factors in the benefit a student derives from the educational program as stated in the Commission on Accreditation, Council on Social Work Education Handbook of Accreditation Standards and Procedures, and the "Curriculum Policy Statement for Master's Degree and Baccalaureate Degree Programs In Social Work Education".**
  - a. students have a right to have classes start on time, and a reasonable notification in emergencies when they do not;**
  
  - b. students have a right to the completion of the objective of knowledge, attitudes or skills as set forth in department and university approved syllabi, of which they shall receive copies at the beginning of a given course. The syllabus is viewed as an individual course contract to be fulfilled by the instructor and the student, with both having specific obligations;**
  
  - c. students have a right to teaching quality and competence to achieve those ends, particularly when subsequent courses depend upon the accomplishment of those objectives. Instructors have a co-equal right to**

have the student perform all parts of assigned tasks while meeting specific criteria pertaining to quality and quantity.

4. **Prospective students have a right to early access to all rules, regulations, and departmental, college and university practices. They include clearly written admission standard such as testing out procedures, transfer credits and evaluation procedures and deadlines as specified in the CSWE Manual for Accrediting Standards.**
5. **Beginning students have a right of early access to competent advisement and counseling. To this end, and in keeping with professional objectives as set forth by the Council of Social Work Education, students have the right to their records and individual academic needs. Faculty advisors shall be reasonably accessible to each student, and for this purpose competent and consistent advisement shall be viewed by administration, faculty and the student as a basic and fundamental part of professional education.**
6. **Students shall have a right to a setting forth of programs of study far enough in advance that employment and family needs, elective offerings and course prerequisites may be reasonably planned and adequate preparation made.**
7. **Students have a right to a clear setting forth of advising and grading procedures, program standards and all procedures for appeals from academic and disciplinary actions.**
8. **In all professional programs whose accreditation and standards are a critical part of the basic choice of student program selection and school choice, students have a basic right to communicate with the university administrative official, the Board of Regents, legislative representatives, school administration, as and faculty, as well as national accrediting bodies, as to the maintenance and achievement of all standards necessary to achieve and continue accreditation of the professional program in which they have invested. To this end students shall, upon request, be appraised of all Council on Social Work Education requirements for both the graduate and undergraduate professional programs in social work, as these are viewed directly affecting the student's consumer investment. In view of their separate and fundamental part in candidacy and accreditation procedures, students have a concurrent co-responsibility with faculty in contributing to the formulation of school policy affecting academic an student affairs and in adhering to school procedures set forth for all matters such as admissions, advising, class attendance, evaluation, etc.**
9. **Students have the right to written procedures for grievances arising within the school or university.**
10. **Students have the right to have a curriculum of the professional programs**

**offered evaluated regularly by the faculty in the light of student outcomes, new knowledge, and the demands of the profession and practice. They also have the right to have modifications made on the basis of such evaluations as stated in the Commission on Accreditation, Council on Social Work Education Handbook of Accreditation Standards and Procedures, and the “Curriculum Policy Statement for Master’s Degree and Baccalaureate Degree Programs in Social Work Education.”**

## **APPENDIX F**

### **AGENCIES WITH AFFILIATION AGREEMENTS (Subject to modification and change)**

**Archways  
ASPIRA of Florida  
Ayuda  
Baptist Hospital  
Bay Oaks Home for the Aged (AHEC)  
Bayview Center for Mental Health, Inc.  
Better Life Institute, Inc. CMHC  
Big Brothers Big Sisters of Broward, Inc.  
Big Brothers Big Sisters of Miami  
Biscayne Institute of Health & Living  
Biscayne Milieu Community Mental Center  
Broward Children's Center  
Broward Co. School Board, School Social Work & Attendance Department  
Broward Co. State Attorney's Office/Victim Advocate  
Broward County Health Department  
Broward Meals on Wheels  
The Brown School of Florida  
Camillus Health Concern, Inc.  
Catholic Charities  
Catholic Charities - Dade  
Catholic Charities - Family Counseling Center  
Catholic Charities - Wilton Manors  
Catholic Charities Counseling Program  
Catholic Community Services - Biscayne Senior Center  
Catholic Community Services - Outreach Program  
Catholic Home for Children  
Catholic Hospice  
Center for Group Counseling  
Center One, Inc.  
Central Agency for Jewish Education  
CHARLEE - Foster Care Program  
Charlee Homes for Children-Gladstone Center for Girls  
CHARLEE Program  
Children's Diagnostic & Treatment Center  
Children's Home Society - Broward  
Children's Home Society - Dade  
Children's Home Society - West Palm Beach  
Children's Medical Services  
Children's Medical Services - Broward  
The Children's Place at Home Safe  
Citrus Health Network**

**City of Miami Beach Housing Authority-HS Dept.  
Coconut Grove - Neighborhood Youth Justice Program  
Coconut Grove Family & Youth Intervention  
Coconut Grove Theater - Intervention Program  
Coconut Grove-Drop in Center/Teen Wellness Center  
College & Careers/ Greater Miami Urban Ed. (AHEC)  
Columbia Hospital - The Pavillion  
Communities in Schools of Broward County  
Compass Inc.  
Complete Dialysis Care  
Comprehensive Aids Program  
Courtelis Center at Sylvester Company - Cancer Center  
Covenant House Florida, Inc.  
Cross Creek School  
Dade County Public Schools Student Support Services  
Dade Marine Institute – North  
De Hostos Senior Center, Inc.  
Debbie Institute/UM Mailman Center  
Department of Children & Families - Broward  
Department of Children & Families, State of Fl.  
Department of Children and Family - West Palm  
Department of Juvenile Justice - Broward  
Department of Veteran's Affairs - Social Work  
Dept of Children & Families, State of Florida – Med. Waiver  
The Dominican American National Foundation  
Douglas Gardens Community Mental Health Center  
Drug Abuse Foundation of Palm Beach County, Inc.  
Easter Seal Society of Dade County Inc.  
Economic Opportunity Family Health Center  
Empowerment Concepts - Recapturing the Vision  
Fair Oaks Hospital  
Family Central - Broward  
Family Central - Dade  
Family Counseling Program/ School Board of Broward  
Family Counseling Services  
Family Court Services-Dade County Circuit Court  
Family Resource Center - Family Enhancement Program  
Family Service Agency  
Family Success Administration Division  
Faye Clark's New Horizons  
Fellowship House  
Fishermen's Hospital  
FIU Counseling and Psychological Services  
FIU Victim Advocacy Center  
Florida Atlantic University - Counseling Center  
Florida Baptist Children's Homes**

**Florida Diagnostic & Learning Resource Systems**  
**Florida Keys Children's Shelter**  
**Florida Medical Center - Medical**  
**Florida Medical Center - Psychiatry & Behavior Health**  
**Florida Memorial College**  
**Florida Neuropsychiatric Institute**  
**Florida Ocean Sciences Institute, Inc.**  
**Floridean Nursing and Rehabilitation Center**  
**Fort Lauderdale Hospital (adolescents)**  
**Fort Lauderdale Hospital (adults)**  
**Friends of Children**  
**Girls & Boys Town**  
**GLSEN/Miami Gay/Lesbian/Straight Education Network**  
**Haitian American Foundation, Inc.**  
**Haitian Women of Miami - F.A.N.M.**  
**Hands in Action**  
**The Haven**  
**Health South Doctor's Hospital**  
**Healthy Start Program at Haven of Hope**  
**Henderson**  
**Henderson Mental Health Center, Inc. - Family Intervention**  
**Henderson MHC Adolescent Day Treatment**  
**Henderson South - Outpatient**  
**Hibiscus Children's Center**  
**HIP Health Plan of Florida**  
**Hollywood Hills Nursing Home**  
**Homestead Hospital**  
**Hope House of the Palm Beaches, Inc.**  
**Hospice By the Sea**  
**Hospice Care of Broward County, Inc.**  
**Human Resources Health Center**  
**Human Services Coalition of Dade County**  
**Informed Families of Dade County**  
**Inter- American Dialysis**  
**Jackson Memorial Hosp/Employee Assistance Program**  
**Jackson Memorial Hospital Health Plan**  
**Jackson Memorial Hospital Social Work Dept.**  
**Jewish Adoption & Foster Care Options**  
**Jewish Community Services, Inc.**  
**Jewish Family Service of Broward**  
**Jewish Family Service of Greater Miami**  
**The Journey Institute**  
**Jupiter Medical Center**  
**Kids in Distress**  
**Kristi House**  
**Light House of Broward County**

**Lutheran Ministries of FL/Broward Family Center**  
**Lutheran Services Florida - South East**  
**MacTown Inc.**  
**Mailman Center for Child Development**  
**Manor Pines Nursing & Rehabilitation**  
**Mariners Hospital**  
**Martin Memorial Health Systems**  
**Medi-Nurse Behavioral Health Community Mental Health Center**  
**Memorial Hospital**  
**Memorial Hospital - Choices Program**  
**Memorial Outpatient Behavioral Health Services**  
**Memorial Regional Hospital - Children & Adolescent**  
**Memorial Regional Hospital-SHARE Program**  
**Mercy Hospital - Case Management**  
**Miami Behavioral Health Center, Inc.**  
**Miami Dade Advocates for Victims**  
**Miami Dade Family and Victim Services**  
**Miami Dade Office of Youth & Family Development**  
**Miami Dade Resident College**  
**Miami Light House for the Blind**  
**Miami-Dade County Dept of Human Services Youth & Family**  
**Miami-Dade Office of Youth & Family Dev.**  
**Michael-Ann Russell Jewish Community Center**  
**Minority Development & Empowerment, Inc.**  
**Miramar Police Department**  
**Mount Sinai Medical Center**  
**Mount Sinai Medical Center - Geriatric Psychiatry**  
**Mount Sinai Wien Center for Alzheimers Disease & M**  
**Mujeres Unidas en Justicia (MUJER)**  
**National Sclerosis Society - South Chapter**  
**Neighbor to Family**  
**New Era Health Center, Inc.**  
**North Beach Dialysis Center**  
**North Broward Hosp./Seventh Avenue Family Health**  
**North Broward Hospital District/Pompano Adult Care**  
**North Broward Hospital/Ambulatory/Specialty Care**  
**North Dade Health Center - Clinical Program**  
**North Dade Health Center - School Based Program**  
**Nova Southeastern University - Broward Family Health Center**  
**PACE Center for Girls - Marathon**  
**PACE Center for Girls/Dade**  
**Palm Beach County Youth Services Bureau**  
**Palmetto Mental Health Center**  
**Parent Child Center**  
**The Parent's Information & Resource Center, Inc.**  
**Parkway Regional Medical Center**

**Partnership for Recovery**  
**Passageway Residence of Dade County, Inc.**  
**Peace Project of Fort Lauderdale, Inc.**  
**Phoenix Clinic, Inc.**  
**Pilgrimage Health and Education Initiatives**  
**Pritikin Longevity Center**  
**Psychotherapeutic Juvenile Services**  
**Psych. Solutions, Inc.**  
**Public Defender's Office - Dade**  
**Recovery Corner**  
**Regis House, Inc.**  
**Rona Bartelstone Associates, Inc.**  
**Ruth Rales Jewish Family Service**  
**Safespace Shelters of Dade County, Inc.**  
**Salvation Army - Broward**  
**Salvation Army - Dade**  
**Savannas Hospital**  
**Sembrando Flores, Inc.**  
**Seminole Tribe of Florida**  
**Smith Community Mental Health**  
**South County Mental Health Center**  
**South Miami Hospital, Social Work Services Dept.**  
**Southern Glades Youth Camp**  
**Spectrum Outpatient**  
**Spectrum Programs, Inc. - Dade Chase**  
**Spectrum Programs, Inc. Broward Residential**  
**St. Laurence Chapel**  
**St. Luke's Center**  
**Stanley C. Myers Community Health Center, Inc.**  
**The Starting Place**  
**State Attorney's Office/Truancy Intervention Program**  
**Sunrise Community Inc.**  
**Susan B. Anthony Center, Inc.**  
**Switchboard of Miami**  
**The Chrysalis Center**  
**Toussaint L'Ouverture Elementary School Dade County**  
**Turning Point Bridge**  
**UM Children & Youth Law Clinic**  
**UM-School of Medicine Pediatric AIDS Program**  
**Urban League of Greater Miami, Inc.**  
**Vencor Hospital - Kindred Hospital**  
**Victim Advocate Program-Broward Co. Court House**  
**Victim Services Center**  
**Victory Living Program**  
**Villa Maria Nursing & Rehabilitation**  
**Vitas Hospice**

**Wayside House, Inc.**  
**West Boca Medical Center/Tenet Health System, Inc.**  
**Whispering Pines School**  
**A Woman's Place**  
**Women in Distress of Broward County, Inc. Intervention**