# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Preface</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. VSU Social Work Program Mission &amp; Goals – EPAS 1.0</td>
<td>1</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>VSU BSW Program Goals</td>
<td>2</td>
</tr>
<tr>
<td>VSU Social Work Program Conceptual Framework</td>
<td>3</td>
</tr>
<tr>
<td>VSU General Education Program</td>
<td>4</td>
</tr>
<tr>
<td>II. Explicit Curriculum – EPAS 2.0</td>
<td>8</td>
</tr>
<tr>
<td>A. CSWE Social Work Program Curriculum and Professional Practice</td>
<td>10</td>
</tr>
<tr>
<td>a. Liberal Arts/General Education Curriculum Courses</td>
<td>10</td>
</tr>
<tr>
<td>b. Pre-Social Work Level Social Work Courses</td>
<td>13</td>
</tr>
<tr>
<td>c. Pre-Professional Level Social Work/Major Courses</td>
<td>14</td>
</tr>
<tr>
<td>d. Professional Level Social Work/Major Core Courses</td>
<td>18</td>
</tr>
<tr>
<td>B. VSU BSW Program Core Competencies – EP 2.1 (2.1.1 -2.1.10)</td>
<td>21</td>
</tr>
<tr>
<td>C. Definition of Generalist Practice - EP B2.2</td>
<td>22</td>
</tr>
<tr>
<td>a. Table 2-1 A Social Work Curriculum (2012-2013)</td>
<td>24</td>
</tr>
<tr>
<td>b. Table 2-1- B BSW Program Degree Curriculum Model</td>
<td>26</td>
</tr>
<tr>
<td>c. BSW Program Conceptual Model Diagram</td>
<td>27</td>
</tr>
<tr>
<td>III. Signature Pedagogy: Field Education – EP 2.3</td>
<td>28</td>
</tr>
<tr>
<td>A. Overview of the VSU BSW Program Field Education</td>
<td>30</td>
</tr>
<tr>
<td>B. Standards of the Field Education Program</td>
<td>31</td>
</tr>
<tr>
<td>a. Community Field Advisory Board (SWAB)</td>
<td>31</td>
</tr>
<tr>
<td>b. Memorandum Agreement</td>
<td>31</td>
</tr>
<tr>
<td>c. Criteria and Standards for Selection of Field Sites</td>
<td>31</td>
</tr>
<tr>
<td>C. Rights and Responsibilities of the Social Work Program</td>
<td>32</td>
</tr>
<tr>
<td>a. The Field Education Department</td>
<td>32</td>
</tr>
<tr>
<td>b. Director of Field Education</td>
<td>34</td>
</tr>
</tbody>
</table>
c. Field Instruction Field Liaison/Seminar Instructor 34

D. Rights and Responsibilities of the Field Placement Agency 36
   a. Agency Rights and Responsibilities 36
   b. Field Instructors 37
      a) Selection of the Field Instructors/Supervisors 40
      b) Educational Level and Requirements for Field Instructors 40

E. Rights and Responsibilities of the Students 41

IV. University and Program Policies and Procedures 44
   A. University Policies 46
      a. Student Rights and Responsibilities 46
      b. Students Academic Code 46
      c. Code of Conduct 46
      d. Americans with Disabilities 46
      e. Health Insurances 47
   
   B. BSW Program Field Education Policies 47
      a. Field Placement Requirements 47
      b. Field Placement Hours 48
      c. Procedures for Field Placement 50
         • Social Work 399 – Field Instruction and Seminar 50
         • SOWK490 & 499 – Professional Field Practicum & Seminar 51
      d. Field Seminar 52
      e. Monitoring Students Learning in Field 52
      f. Procedures for Evaluation of Students Learning in Field 53
      g. Termination of Internship/Field Practicum 56
      h. Background Check 57
      i. Dress Code 57
      j. Liability Insurance 58
      k. Safety Precautions 58
I. Policy Regarding Field Placement and Employment 58
m. Extreme Weather and Reduced Hours Policy 60

V. Preparation for Field Instruction 62

A. Field Instruction Goals and Competencies 64
B. Field Placement Procedures 67
  a. Preparation for Internship 67
  b. SOWK 370 - Generalist Practice (Micro) I 67
  c. Pre- Social Work Level Practice -SOWK 399 – Field Instruction I w/Seminar 67
C. Application Process – for Field Instruction 68
D. Placement Interviews 68
E. Attendance 70
F. Written Work 71
G. Grading 71
H. Withdrawal from Field Education 73
I. Procedures for Removal of a Student from the Field Agency 73
J. Evaluation of the Students Performance 75
K. Evaluation of Placement Agencies, Field Instructor and Faculty Field Liaison 76

VI. Social Work Program Faculty 78

VII. Academic Calendar - [Fall 2012– Summer 2014] 79

VIII. Field Instruction Bibliography 87

IX. Appendices

Appendices I

A. Community Field Advisory Board (CFAB)
B. Affiliated Field Agencies
C. NASW Code of Ethics
D. NABSW Code of Ethics
E. CSWE EPAS 2008

Appendices II BSW Program Documents & Forms

F. Memorandum Agreement between VSU and Participating Agencies
G. Agency Placement Application/Information
H. New Agency Site Visit Report
I. Questionnaire for Field Instructor/Instructor Profile
J. Faculty Liaison’s Report- Placement Agency & the Field Instructor(s)
K. Field Placement Decision Form
L. Orientation Checklist for Field Instructors
M. Request for Reduction in Field Placement Hours

Appendices III BSW Field Instruction Course Documents & Forms

N. Student’s Application for Field Placement
O. SOWK 399 Syllabus – Pre-Social Work Field Practicum w/Seminar
P. SOWK 490 Syllabus – Professional Field Practicum I w/Seminar/SOWK 499 Syllabi
Q. SOWK 498 Syllabus – Senior Capstone Course – Integrative Seminar in Social Work (WI)
R. SOWK 499 Syllabus - Professional Field Practicum w/Seminar
S. Acknowledgement of Risk in the Field Practicum
T. BSW Program Service Agreement
U. Statement of Confidentiality for SOWK 399, 490 & 499 Field Instruction
V. Placement Weekly Time Sheet
W. Guidelines for Learning Contract
X. Sample Student Field Instruction Learning Contract
Y. Supervisory Agenda Guidelines
Z. Guidelines for Logs/Journals
AA. Guidelines for Process Recordings
   • Individual Process Recording
   • Group Prospectus
   • Process Recording for Group Practice
   • Community / Organizational Process Recording Outline
BB. Guidelines for Case Analysis Paper
CC. Guidelines for Audio or Videotape of Client Interview

Appendices IV Field Instruction Evaluation Forms & Documents

DD. Student’s Final Evaluation of Field Placement Agency
EE. Student’s Final Evaluation of Field Instruction – Field Instructor
FF. Student’s Evaluation of Field Faculty - Liaison/Seminar Instructor
GG. Field Instructor’s Evaluation of Faculty Liaison
HH. Mid-Semester Evaluation Format
II. Final Evaluation of Student Performance
JJ. Field Practicum Improvement Plan for the Student
KK. Student’s Removal from Agency
VSU SOCIAL WORK PROGRAM MISSION AND GOALS EPAS 1.0
Social Work Program Mission and Goals – EPAS 1.0

MISSION STATEMENT

The Virginia State University BSW program upholds the Historically Black Colleges and Universities [HBCU] heritage in the delivery and pursuit of educational excellence by preparing culturally aware generalist social work practitioners [who are] committed to social justice and the social welfare needs of residents in central and southern Virginia. The BSW program upholds the profession’s values of service to the community, social justice for all, the significance of human relationships, and scientific inquiry to enhance our understanding of societal issues. This program prepares professional generalist social workers for entry-level positions and/or admission into a graduate program.

BSW PROGRAM GOALS

VSU baccalaureate social work program:

Goal 1:
Graduates will be culturally aware and knowledgeable generalist social work professionals with a demonstrated commitment to social and economic justice in an ever-changing global society, especially in central and southern Virginia. [EP 2.1.4; EP 2.1.5; EP 2.1.7; EP 2.1.8; EP 2.1.9; EP 2.1.10]

Goal 2:
Graduates will be able to facilitate and provide community advocacy and service with diverse populations-at-risk in rural and urban Virginia settings [micro, mezzo & macro]. [EP 2.1.4; EP 2.1.5; EP 2.1.7; EP 2.1.8; EP 2.1.9; EP 2.1.10]

Goal 3:
Graduates will be capable of integrating social work knowledge, values, practice skills and the research process to ethical social work practice with an emphasis on addressing the needs of central and southern Virginia residents [EP 2.1.1; EP 2.1.2; EP 2.1.3; EP 2.1.6].

Goal 4:
Graduates will develop the capacity to advance social work knowledge, employ critical thinking skills and research knowledge to evaluate policy and practice; evolve into a professional social worker who advocates for advancing human rights, and establish a commitment for life-long learning to pursue
graduate educational pursuits and leadership roles in central and southern Virginia [EP 2.1.1; EP 2.1.2; EP 2.1.3; EP 2.1.6].

CONCEPTUAL FRAMEWORK

The Afrocentric Perspective

Virginia State University prides itself in being “America’s first fully state supported four-year institution of higher learning for Blacks.” Today the University is a comprehensive university and one of two land-grant institutions in the Commonwealth of Virginia. Its Mission is to promote and sustain academic programs that integrate instruction, research, and extension/public service in a design most responsive to the needs and endeavors of individuals and groups within its scope of influence. Ultimately, the University is dedicated to the promotion of knowledgeable, perceptive, and humane citizens-secure in their self-awareness, equipped for personal fulfillment, sensitive to the needs and aspirations of others, and committed to assuming productive roles in a challenging and ever-changing global society (University Undergraduate Catalog). VSU combines a traditional liberal arts and sciences curriculum with contemporary teaching ideologies.

The General Education Learning Outcomes further emphasize the University’s liberal arts. As delineated in the University’s Undergraduate Catalog (p. 28), the General Education Program at VSU is driven by the University’s Mission and Principles. The Program endeavors to develop engaged, enlightened, productive citizens in a changing world. The General Education Program reflects a University that strongly believes in its liberal arts roots. The Principles and Learning Outcomes reinforce the Goals and Core Competencies of the Social Work Program and support the Program’s reliance upon a General Education Core Curriculum that assures that Social Work Curriculum is grounded in the liberal arts.

The Social Work curriculum aims at developing and preparing students to become successful in their majors, and to make active learning a lifelong vocation. The marks of an educated person are first, a respect for the relevant knowledge and thinking skills across the full spectrum of human experience; second, the disposition and ability to think critically about the information and perspectives that pertain to a wide variety of issues; and third, a foundation of relevant knowledge that supplies frameworks of understanding with which to interpret current
developments, and to make informed and constructive choices in personal, professional and civic life.

VIRGINIA STATE UNIVERSITY GENERAL EDUCATION PROGRAM

(University Undergraduate Catalog)

Based upon the University’s Mission and Principles, the following Learning Outcomes comprise the foundation for the General Education courses.

1. Students will demonstrate:
   - an understanding of, and appreciation for, the needs and aspiration of self and others in the context of citizenship and socio-psychological integrity.
   - an understanding and appreciation of global cultural literacy within a trans-cultural context and preferably, a second language.
   - a commitment to high academic and scholarly dispositions:
     - information literacy skills, utilizing current, effective strategies (including technology) for discovering knowledge in their respective disciplines;
     - an understanding of the need for continuing intellectual and personal growth;
     - analytical skills and the ability to engage in collaborative and individual decision making;
     - critical thinking, ethical reasoning, and analytical skills necessary to present and explain cogent, compelling, intellectually based theses/arguments;
     - knowledge of the inter-relatedness of content across the general education curriculum and their chosen major; and
     - be cognizant of the importance of professional versatility;
   - reading, writing, listening, and speaking proficiency in English;
   - proficiency in applying mathematical concepts;
   - an understanding of theoretical perspectives and concepts in social science;
   - scientific literacy;
   - technological literacy, and
   - gain an understanding of holistic wellness and its maintenance.

Also, students will demonstrate:

The BSW program supports the University’s Mission and Purpose as a land-grant HBCU by preparing entry-level generalist social workers to serve those who often marginalized by society and provide leadership to benefit community development and revitalization throughout the Commonwealth of Virginia, especially with a focus on central and southern Virginia.
The Social Work Profession is committed to changing factors in the society that diminish the quality of life for all people, but especially for persons who are most vulnerable to social problems. These are most notably African Americans. The curriculum incorporates the Afrocentric paradigm into generalist practice with a strengths-based empowerment approach.

The University’s General Education Curriculum and the BSW program and apply knowledge of human behavior and the social environment to advance human rights and work toward social and economic justice in central and southern Virginia. In addition, the General Education Curriculum and the BSW program believe in responding to the environmental contexts that shape social work practice for a just and equitable society.

The General Education Curriculum and the BSW Program Mission and Goals provide educational opportunities for students to engage in policy practice to advance social and economic well-being and to deliver effective social work services to the residents in central and southern Virginia. In the provision to deliver effective social work services, students begin learning to apply social work ethical principles to guide professional practice. This process begins with SOWK 210.

Generalist social workers, to be effective, must be knowledgeable and understanding of the diverse populations they serve. They must be able to work with individuals from a multitude of cultures different from and similar to their own. Generalist practitioners must be able to conduct assessments that are non-discriminatory and have high treatment validity. Finally, they must be able to develop interventions that can address the diverse population needs of those in the service area. The Afrocentric perspective emphasizes the importance of cultural values of people of color as a theoretical base for understanding and addressing individual, family and community problems (Schiele, 2001; 1996). The Afrocentric paradigm is integrated throughout the VSU BSW program. The General Education Curriculum and SOWK 210 – Introduction to Social Work course introduce students to engage diversity and difference in social work practice. These learning opportunities, through coursework and service learning activities, begin to help students to engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities from a culturally relevant, strengths-based, empowerment perspective. This learning process teaches students to routinely apply culture, ethics, and critical thinking to each client situation.
The University’s heritage and tradition of eminent concern for the education, welfare and progress of all peoples is demonstrated by welcoming and extending resources to all who strive for academic excellence, without respect to nationality, race, ethnicity or religious affiliation (VSU Mission Statement, Principle #1). The VSU BSW program believes it is imperative to build on the assets of people of color and strengthen their involvement in the social work process. Building assets is about establishing positive, sustained relationships critical to working with people of color in rural and urban areas (Avant, 2004). The Afrocentric perspective identifies and builds on people’s assets as a way to resolve problems (Schiele, 2001; 1996). This assets-building framework emphasizes the human capacity for resiliency, strength in the face of adversity, and the right of individuals to form their own aspirations and definitions (self-determination). Each student will be prepared to assume community leadership role as a professional social worker, demonstrate a commitment to social justice, conduct him/herself accordingly by upholding social work values and ethics, and trained to provide community service and advocacy. The General Education Curriculum and the BSW program provide the foundation for students to: develop leadership capacities, maintain the dignity and worth of each person, and uphold the significance of human relationships from a cultural perspective.

After completing the General Education/Liberal Arts courses required by the University and those required as part of the Social Work major, students will emerge with an appreciation for and an understanding of the diversity and complexity of the person in his/her environment. The knowledge, attitudes, ways of thinking, and means of communication that are characteristic of an educated person capable of thinking about society, people and their problems, and expressions of culture as art, literature, science, history, and philosophy are integral components of the General Education/Liberal Arts Curriculum. The University and the Social Work Program are committed to the liberal arts perspective attained from a solid grounding in the liberal arts. The Fundamentally, the social work profession centers its attention on helping people improve their social functioning by strengthening their interactions with various aspects of their community, i.e., with their children, parents, spouse or significant others, family, friends, coworkers, or even organizations and whole communities. The VSU BSW program’s mission reflects the commitment to the social work profession to improve people’s social functioning by collaboratively working toward strengthening interactions between Social Work faculty believes
that such a liberal arts perspective is integrally related to and supportive of mastery of the Social Work content.

In conclusion, Virginia State University Social Work faculty believe that the Social Work Curriculum reflects the University’s Mission and Principles, the Social Work Program’s Goals and Core Competencies, and course sequencing is coherent and is achieved through appropriate blending of liberal arts and foundation courses.

**Strengths-Empowerment Perspective**

The VSU BSW Program views clients and client systems from a strengths-based empowerment perspective. This program recognizes, appreciates and builds upon the community’s cultural diversity and innate capabilities for survival and growth. VSU prepared generalist social work practitioners will maintain clients’ dignity and worth by providing respectful and culturally relevant services; understand and acknowledge clients’ cultural diversity; and integrate the influences of our complex social, political and economic environment when engaging generalist social work practice.

Fundamentally, the social work profession centers its attention on helping people improve their social functioning by strengthening their interactions with various aspects of their community, i.e., with their children, parents, spouse or significant others, family friends, coworkers, ore even organizations and whole communities. The VSU BSW mission reflects the commitment to the social work profession to improve people’s social functioning by collaboratively working toward *strengthening interactions between individuals*, family members, community residents, and establishing workable networks between communities and social service agencies.

Currently, the social work program is comprised of four full time faculty members, and approximately 125-200 declared undergraduate majors. Two full-time administrative assistant provide administrative and clinical support to faculty and students. The department will also sponsor three active social work organizations, the Social Work Association (SWA), the National Association of Black Social Workers Student Chapter, and the Phi Alpha Honor Society.
EXPLICIT CURRICULUM – EPAS 2.0
CSWE Social Work Curriculum and Professional Practice
EPAS 2.0

Curriculum Requirements for the VSU Baccalaureate Social Work Program

**Liberal Arts /General Education Courses**

The Social Work Program curriculum is grounded in the liberal arts presented through the courses contained in the General Education and Pre-Social Work component of the program curriculum. Liberal arts includes academic disciplines such as language, history, philosophy, humanities, global studies, mathematics and natural sciences that provide information and knowledge of broad and general scope and application as opposed to professional studies where information is more narrowly and practically focused. A person must be knowledgeable about the human and social conditions and general methodologies of reasoning and communication to be an effective social worker. A strong liberal arts base helps students to obtain that knowledge. A liberal arts base is a fundamental part of the foundation on which the VSU social work program is being constructed. It is from the Liberal Arts Courses (GE) and the Pre-Social Work Courses that students will be grounded in effective written and oral communication skills, develop a solid knowledge base about the world (past and present), gain an appreciation for understanding the arts, develop critical thinking skills, and develop a beginning understanding of and appreciation for human diversity.

VSU liberal arts/general education curriculum is designed further to foster dispositions that value lifelong learning, personal responsibility, integrity, creative expression, and the ethic of service.

**Health and Wellness (2 credit hours)** – Health and Wellness (HPER 170) or two 1 semester credit HPER courses must be completed from the following: Team Sports I & II (HPER 160 or 161), Personal Fitness (HPER 165), Beginning Swimming (HPER 166), Aerobics & Conditioning (HPER 168), Gymnastics (HPER 169), Lifetime Sports & Wellness I & II (HPER 170 or 172) and Dance as Art (HPER 175) in the Freshman and Sophomore year. These HPER courses cover many health issues and are designed to foster understanding and attitudes necessary for intelligent decision making in the area of personal health behaviors and practices [EP 2.1.7].
History Elective (3 credit hours) - Students may elect to take one course from the following: World History I (HIST 114), World History II (HIST 115), United States History I (HIST 122) or United States History II (HIST 123). World History I (HIST 114) is the introduction to the development of civilization up to the eve of the Modern Period, covering the growth of independent cultural traditions and diffusion of ideas, institutions and people; World History II (HIST 115) – is a topical introduction to the evolution of civilization through the scientific, industrial, political and economic revolution of the Modern Period down to the present. Emphasis is placed on the evolution of global interdependence through the interaction of western and non-western cultures; United States History I & II (HIST 122-123). HIST 122 introduces students to the social, political and economic history of the United States from Reconstruction to Contemporary America and HIST 123 introduces students to the social, political and economic history of the United States from Reconstruction to Contemporary America. United States Government (GEPO 150) is an introductory course in the study of the American political system [EP 2.1.4].

Humanities (6 credit hours) - Social Work students are required to take Introduction to Public Speaking (SPEE 214). This course introduces students to the compositional and delivery techniques for speaking before various audiences; instruction and participation in argumentation, debate, discussions, and parliamentary procedures. Participation is emphasized. Students may choose to take either Introduction to Philosophy (PHIL 140) or Critical Thinking (PHIL 180). PHIL 140 is an introduction to methods of critical thinking, and to the major problem areas of philosophy such as epistemology, metaphysics and ethics. PHIL 180 is an introductory course exploring the nature and structure of arguments and enhancing reasoning abilities. Students will learn to develop and analyze arguments, identify informal fallacies, differentiate assumptions, opinions, and facts and hone critical reading and writing skills [EP 2.1.3].

Social Sciences (3 credit hours) – Introduction to Psychology (PSYCH 101) or Human Growth and Development (PSYCH 212) is designed to give students an understanding of the scientific approach to the study of human behavior and to develop an appreciation for the breadth and variety of psychological approaches [EP 2.1.7].

English Composition (6 credit hours) – English 110 Composition I (ENGL 110) & English 111 Composition II (ENGL 111). ENGL 110 introduces students to critical thinking and the
fundamentals of academic writing. This course requires frequent and intensive writing in varied expository modes, with emphasis on analysis and discussion of the composing process. ENGL 111 continues to develop students’ critical thinking skills, documentation expertise, and academic writing proficiency. This course place greater focus on persuasive writing and the research process, as well as a close examination and discussion of a range of texts about the human experience leading to frequent and intensive writing [EP 2.1.3].

**Mathematics (6 credit hours)** - Basic Mathematics I (MATH 112) and Basic Mathematics (MATH 113) are courses for students who plan to pursue a major in humanities and social sciences. MATH 113 is the second part of the basic mathematics sequence [EP 2.1.3].

**Global Studies (3 credit hours)** – Study of Spanish 110-111 is recommended but not required in this area. Students may take GE courses in the Arts, Economics, English, Foreign Language (French, Spanish or German), History, Geography, African Studies or Political Science. [EP 2.1.4].

**Literature (3 credit hours)** – There are 8 courses from which to select in this category, which draws on basic Introduction to Literature (ENGL 201); African American Literature (ENGL 202); English Literature I & II (ENGL 210-211); American Literature I & II (ENGL 212-213) and World Literature I & II (ENGL 214-215). ENGL 201 and ENGL 202 focus on reading, critical thinking, and the discussion of literature from a variety of genres, through the study of significant authors. Both of these courses are writing intensive. ENGL 210 and ENGL 211 are studies of English literature and its background from Anglo-Saxon times to the twentieth century. ENGL 212 surveys various types of creative works and critical opinions, designed to show the variety and strengths of literary achievement and trends from Colonial times to the Civil War, whereas ENGL 213 surveys various types of creative work and opinions, designed to show the variety and strengths of literary achievement from the Civil War to the present. ENGL 214 and ENGL 215 is a survey in English of world literature from the Ancient World through the Renaissance to the present with attention to main ideas and genres.

**Science (4 credit hours)** – Biological Science (BIOL 116 116 w/lab). While other sciences are available, the social work major requires biology as the natural science and another science elective to satisfy the universities science requirement. BIOL 116 is designed to familiarize the
student with the basic biological concepts, and the knowledge aimed at an understanding of the life process held in common by organisms. Topics stressed include: reproduction, development, genetics, evolution and adaptation, taxonomy, ecology, the cell, and chemistry of living organisms. This course is taken only by students who are non-biology majors. \[EP 2.1.7\]

**Pre-Social Work Courses**

*Introduction to Social Work – SOWK 210 (3 credit hours - Second semester freshmen or sophomore standing prerequisite)*, focuses on the elements of Social Work practice and reviews practice settings. As Table 2-1A indicates, students take SOWK 210 in the first semester of the sophomore year. This course requires 25 hours of voluntary service-learning experience. As recruitment vehicle and a service course for other disciplines, SOWK 210 is open to all University students.

SOWK 210 introduces students to the profession, including educational requirements, values, the NASW Code of Ethics, multi-sized systems of practice, career opportunities, licensure requirements, the generalist perspective and human diversity. This course reinforces one’s commitment to work toward creating a just and equitable society. It helps students to recognize, support, and build on personal (and clients’) strengths and identify areas of resilience in all human beings. The twenty-five hours of this service learning component ensures first-hand exposure to generalist Social Work practice in community settings (food pantries, shelters, faith-based community revitalization efforts) throughout Virginia.

In SOWK 210, the definition of generalist practice is given along with an explanation of how this perspective is consistent with the focus and purpose of social work. Using the generalist perspective as a backdrop, the steps of the Generalist Intervention Model are introduced to students so they can gain a solid understanding of the necessary steps toward sound intervention.

Introduced initially in SOWK 210, values are discussed and reinforced in all the pre-professional and professional level courses. These values examined within the context of a diverse multi-system environment, with emphasis on the central and southern Virginia region, help students see their application and some of the challenges of practicing social work with diverse populations. Particular attention is given to social work’s commitment to promoting social and economic justice, and developing an appreciation for cultural diversity. As well, attention is
given to practice values and ethic, and an examination of the Afrocentric perspective in working with multi-systems. Integrating this content in all required curriculum content areas helps to reinforce learning and understanding, and helps to broaden the student’s perspective [EP 2.1.1, EP 2.1.2]

*History of Social Welfare Policy* – SOWK 260 (3 credit hours - Second semester freshmen or sophomore standing prerequisite) – focuses on the history, philosophy and issues of the social welfare system and the profession of social work in the United States, with reference to global perspectives. It includes study of poverty and income maintenance programs and policies and a study of current and future trends in social welfare and social work.

*Elementary Statistics* – STAT 210 (MATH 112-113 or the equivalent prerequisite) – is required for Social Work majors as a prerequisite for social work research course [SOWK 315]. Students who major in social work and have completed a higher level of mathematics that meets the University’s requirements (i.e., college algebra, calculus, trigonometry, etc.) and who have grades of a “B” or higher, may with the endorsement of the SOWK 315 instructor, receive a waiver for the STAT 210 prerequisite and use their existing math credit to fulfill this university requirement [EP 2.1.6].

**Pre-Professional Level /Major Core Courses**

The VSU BSW pre-professional level Social Work courses include content on social work identity and professionalism, social work values and ethics, critical thinking, diversity, human rights and social and economic justice, research, human behavior and the social environment, social welfare policy and services, social work practice, and field practice.

The Program has a coherent integrated professional foundation in Social Work. These courses include: social welfare policy and services, human behavior and the social environment, applied social work research, social work practice, and field instruction which draw heavily on the liberal arts content in examining, explaining, assessing, intervening in and evaluating situations from an Afrocentric and a person-in-the-environment perspective. The specific courses that comprise the pre-professional level courses are listed in Table 2-B on page 26. These courses show the general connection between each course and the Social Work Program’s Core Competencies. The semester order in which these courses are taught is also listed. Table 2-1B identifies the
General Education/Liberal Arts and Social Work requirements for social work and is the preferred sequencing of required courses.

The required pre-professional level courses do not start until the first semester of the junior year. During the freshman year, students are enrolled in General Education courses. The freshmen year is often a transitional period as students try to adjust to college. As with many transition, performance can be affected. Since students are expected to have an overall 2.5 GPA in the pre-social work courses [SOWK 210, SOWK 260 & STAT 210] prior to entering the Social Work major, the Program tries to facilitate the achievement of that goal by initiating the required courses during the first semester of the sophomore year after students have had an opportunity to adjust to college. The pre-professional level courses, taught sequentially, allow students to develop a body of knowledge in a hierarchical order.

**Junior Year – First Semester**

Students, in the first semester of their junior year, enroll in SOWK 315 (Social Work Research I), the first major course in Human Behavior and the Social Environment I (SOWK 320), an introductory course on diversity, entitled Diversity and Cultural Competence in Social Work Practice (SOWK 330), the first course in Generalist Practice (SOWK 370) and a writing course, Writing for Social Work Practice (SOWK 318).

**Social Work Research I – SOWK 315 (3 credit hours)** – This course is designed to provide social work students with a basic understanding of social work research and the connection between research, theory, and practice. Students are introduced to the basic research concepts and the research process, including research design, sampling, instrument construction, data collection and qualitative/quantitative analysis, and report writing. General topics covered include: research approaches and processes, diversity issues and ethics; sampling; measurement; data collection; data analysis; research reports and emphasis on analyzing social science research studies. [EP 2.1.2, EP 2.1.3, 2.1.6].

**Writing for Social Work Practice – SOWK 318 (3 credit hours)** - This course is designed for students intending to pursue a professional career in social work. Using a writing-to-learn approach, students will write in response to written, visual and film texts with an emphasis on deepening understanding exercising critical thinking, enhancing clarity and specificity of written
Students are required to use the writing style acceptable to the behavioral science community, namely APA Style.

**Human Behavior and the Social Environment I - SOWK 320 (3 credit hours):** This course presents social systems theories, psychosocial theories, and developmental theories to examine why people behave as they do teaches how to apply this knowledge to generalist social work practices across the life span. This course integrates major concepts from the social and behavioral sciences with generalist practice approaches. The impact of culture and environmental conditions on individuals, families, small groups and communities is examined. Focus is on the first half of the life cycle (i.e., the prenatal period through young adulthood) [EP 2.1.3, EP 2.1.4, EP 2.1.7]

**Diversity and Cultural Competence in SOWK Practice – SOWK 330 (3 credit hours) –** This course provides a theoretical framework for understanding diverse populations and the impact of discrimination and oppression on various cultures. The consequences of oppression, prejudice, discrimination, and powerlessness for individuals, groups, and communities will be examined, with special attention to women, children, and families. Emphasis is on the impact of discrimination and oppression, on the development and delivery of social work services to people of color and marginal populations. Concepts and theories for generalist practitioners to culturally assess the client’s vast cultural dimensions from culture general and cultural specific perspectives are presented [EP 2.1.2, EP 2.1.4, EP 2.1.5, EP 2.1.9]

**Generalist Practice I – SOWK 370 (3 credit hours) –** This course is designed to develop beginning professional social work skills, knowledge and values. It provides an introduction to the generalist approach, systems theory, and planned change process as utilized with individuals, families, groups, organizations, and communities. In this course, students are taught skills in: the use of self in the helping role; interviewing techniques; client assessments, intervention strategies; evaluation of outcomes; and integration of these skills with knowledge of diverse lifestyles and racial, ethnic and cultural patterns. Working with individuals is stressed in this course. A practice skills laboratory component is also an aspect to further student exposure and learning experiences. Students will spend a minimum of 30 hours during the semester practicing fundamental skills required for effective social work practice. The laboratory will allow students to gain skill in the use of video equipment, practice interviewing skills, role-playing, engage in

**Junior Year – Second Semester**

During the second semester of the junior year students enroll in the second courses of human behavior and the social environment (HBSE 321), and practice (SOWK 375). Students also enroll in the first field instruction course and integrating seminar (SOWK 399 & L), and a social welfare policy course. Upon completion of the junior year, students will be able to examine the “whys” of client behavior (i.e., exploration of theories) at the same time they develop skills for engagement, assessment and intervention. Students enrolled in SOWK 399 will complete 14 hours per week (160 clock hours for the semester) of supervised experience with practice situations to begin developing professional skills, values, and attitudes. The concurrent seminar will focus on integration of knowledge with practice experience.

**Human Behavior and the Social Environment II – SOWK 321 (3 credit hours).** As the second course in the HBSE sequence SOWK 321 focuses on the second half of the life cycle, and building and using knowledge from selected behavioral, biological and social theories for assessment and intervention in generalist social work practice. A generalist systems framework is used to present human behavior as an adaptive process for living in one’s environment, The impact of culture and environmental conditions on individuals, families, small groups, and communities will be examined [EP 2.2.3, EP 2.1.4, EP 2.1.7, EP 2.1.9].

**Social Welfare Policy and Systems – SOWK 340 (3 credit hours).** This course is designed to provide students with the knowledge and skills needed to understand basic welfare policies and programs from a strengths perspective. Course content critically examines the development and operation of social welfare policies and programs; and the benefits of using the strengths perspective in policy analysis and development; explore the vital role social policy plays in all areas of social work practice; and emphasize the absolute responsibility of every social worker to engage in policy practice. The historical context and influences on social policy is examined from the traditional Western and an Afrocentric perspective. The course integrates the intersection of the HBCU heritage and legacy to the variables that shape human delivery service systems [EP 2.1.1, EP 2.1.2, EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.8]
Generalist Practice II – SOWK 375 (3 credit hours). This is the second of three courses comprising the generalist social work practice sequence. Taking Generalist Practice II concurrent with the first semester of the Field Instruction I (SOWK 399) provides students with the opportunity to continue the development of knowledge, skills, and values for beginning generalist social work practice. This course presents family theory, generalist planned change model, strategies, practice skills and ethics necessary for beginning practice in social service agencies. Specifically, this course focuses on knowledge and skills in working with families and groups [mezzo] as well integration of concurrent field experiences [EP 2.1.1, EP 2.1.2, EP 2.1.4, EP 2.1.7, EP 2.1.10]

Field Instruction I & Seminar - SOWK 399 (3 credit hours). This course is the first of three sequential courses, and it is open only to majors with junior status. Students are required to complete 14 hours per week (160 clock hours) of field internship in a community agency under the supervision of an agency based field instructor. This placement is intended to facilitate student's understanding of agency structure and community context, engagement in professional relationships, to assess strengths, define problems, set goals and utilize beginning level practice skills with individuals, families, groups, organizations and communities. Students will also begin identifying themselves in the professional social worker role. This placement also entails a weekly field –integrating seminar that is designed to provide a peer support and learning vehicle for achieving the core competencies of Field Instruction I. The field practicum and the integrating seminar will enable students to integrate knowledge acquire across the social work curriculum with practice in an agency setting to further enhance their practice skills [EP 2.1.1, EP 2.1.2, EP 2.1.3, EP 2.1.4, EP 2.1.7, EP 2.1.10].

Professional Level /Major Core Courses

The VSU BSW professional level Social Work courses include: content on social work identity and professionalism; social work values and ethics; critical thinking; diversity; human rights and social and economic justice; research; human behavior and the social environment; social welfare policy and services; social work practice; and field practice.

As previously mentioned, the program has a coherent integrated professional foundation in Social Work. These courses include: social welfare policy and services; human behavior and the
social environment: applied social work research: social work practice, and field instruction which draw heavily on the liberal arts content in examining, explaining, assessing, and intervening in and evaluating situations from an Afrocentric and a person-in-the environment perspective.

The professional level courses include: Human Behavior and Social Environment, Social Work Practice (family and group intervention), and Field Instruction which continue to draw heavily on the liberal arts content in examining, explaining, assessing, intervening in and evaluating situations from an Afrocentric and a person-in-the environment perspective. The specific courses that make up the professional level courses are listed in Table 2-1-B on page 38. These courses show the general connection between each course and the Social Work Program Core Competencies. The semester order in which these courses are taught is included in the Table. The professional level courses, taught sequentially, allow students to continue developing a body of knowledge in a hierarchical order.

**Senior Year – First Semester**

**Generalist Social Work Practice III – SOWK 475 (3 credit hours)** – This course continues the development of knowledge, skills, and values for beginning generalist social work practice in working with groups and communities [macro] as well integration of concurrent field experience. It provides social work skill development and practice in the application of knowledge, skills and methods to the macro systems of professional practice including neighborhoods, communities and organizations [urban and rural communities] necessary to assess, and develop a cultural specific intervention plan [EP 2.1.1, EP 2.1.2, EP 2.1.4, EP 2.1.5, EP 2.1.6, EP 2.1.7, EP 2.1.8, EP 2.1.10].

**Professional field Placement Practicum I & Seminar - SOWK 490 (6 credit hours)** – This course is the first professional level field education course. It is a 3-credit (240 clock hours) course designed to provide an educational practicum for the student through supervised experience at an approved social service agency. The academic supervision is provided by field liaisons and the Social Work faculty. This course builds on and assists in the integration of all course work required for Social Work majors as well as the broader liberal arts perspective. This
internship gives students the opportunity to practice and integrate the Social Work knowledge, values and skills obtained in the classroom and in an agency setting.

The field integrating seminar is a component of the field instruction and is designed to provide a peer support and learning vehicle for achieving the Program Core Competencies and practice behaviors. In addition to the hours spent at the agency, a Field Seminar will be held once weekly for purposes of integrating theoretical and experiential information, processing personal experiences, providing assignments relevant to agency work, discussing the nature of agency services, and reviewing student goals, competencies and practice behaviors [EP 2.1.1, EP 2.1.2, EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.6, EP 2.1.7, EP 2.1.8, EP 2.1.9, EP 2.1.10].

**Senior Year – Second Semester**

*SOWK Senior Seminar - SOWK 498 (3 credit hours)* – This capstone course culminates the Social Work major phase of studies by preparing the student for continued professional development, socialization into the profession, and transition from student to a professional [role] as a generalist social worker. This course reinforces the student’s motivations and intentions for becoming a social worker committed to working with populations-at-risk for social justice [EP2.1.1, EP 2.1.2, EP 2.1.3, EP 2.1.4, EP 2.1.6, EP 2.1.7, EP 2.1.10]

*Professional Field Practicum II & Seminar – SOWK 499 (3 credit hours)* - This course is the second professional level field education course. SOWK 499 continues to provide an educational practicum for the student through supervised experience at an approved social service agency. Professional Field Practicum II anchors the Social Work Program’s Mission, Goals, and Competencies and reinforces identification with social work values and ethics by holding students accountable to the NASW Code of Ethics. Field Placement II fosters the integration of empirical and practice-based knowledge in practice settings. This course promotes the development of professional competence through supervision and professional guidance. The goal of this field placement experience is designed to help students’ achieve the Social Work Program Core Competencies. This course further enhances the personal and professional development that began in SOWK 399 & 490. It will enable the student to develop greater confidence in his/her ability to practice as a competent social worker. [EP2.1.1, EP 2.1.2, EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.7, EP 2.1.8, EP 2.1.10]
Each course syllabus in the Professional Curriculum was examined to determine if the specific content area was clearly addressed. An analysis of syllabi indicates that professional content areas are integrated throughout the course work and field practice.

The Social Work curriculum aims at developing and preparing students to become successful in their majors, and to make active learning a lifelong vocation. The marks of an educated person are first, a respect for the relevant knowledge and thinking skills across the full spectrum of human experience; second, the disposition and ability to think critically about the information and perspectives that pertain to a wide variety of issues; and third, a foundation of relevant knowledge that supplies frameworks of understanding with which to interpret current developments, and to make informed and constructive choices in personal, professional and civic life.

**VSU BSW Program Core Competencies – EPAS 2.1**

**Graduates of the VSU Social Work undergraduate program will be able to:**

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

2.1.2 Apply social work ethical principles to guide professional practice.

2.1.3 Apply critical thinking to inform and communicate professional judgment.

2.1.4 Engage diversity and difference in practice.

2.1.5 Advance human rights and social and economic justice

2.1.6 Engage in research-informed practice and practice informed research.

2.1.7 Apply knowledge of human behavior and the social environment.

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

2.1.9 Respond to contexts that shape practice.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
Definition of Generalist Practice – EP B2.2

**BPD defines generalist social work practice as follows:**

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Discussed and advanced by the BPD Social Work Continuum Committee and approved by the Board of Directors, 2006. Retrieved from, http://www.bpdonline.org/ on August 7, 2008).

**CSWE defines generalist social work practice as follows:**

Generalist practice is ground in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice.

Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies (CSWE, Educational Policy and Accreditation Standards, 2008).
<table>
<thead>
<tr>
<th>Bachelor of Social Work</th>
<th>Bachelor of Social Work</th>
</tr>
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</table>

**TABLE 2-1A**

PROPOSEDFALL 2012-2013 CURRICULUM
DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND CRIMINAL JUSTICE
BACHELOR OF SOCIAL WORK (BSW)
### GENERAL EDUCATION REQUIREMENTS

<table>
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<th>FALL</th>
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<td>SPEE 214 – Intro to Public Speaking (SOWK Required)</td>
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Total = 60 cr. hrs.  [Required GE courses 33 cr.; Pre- SOWK required support course s -12 cr. hrs; unrestricted courses- 15 cr. hrs;]

### SOCIAL WORK MAJOR COURSES

Third Year of College – Pre-Professional Level

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NAME:________________________________________________ Student’s Signature____________________________________
Student’s V #            ____________________________________

Social Work
Expected Date of Graduation_______________________
Advisor Signature_______________________________

FRESHMAN

ENGL 110 – Composition I
MATH 112 - Basic Mathematics I
HISTxxx - History Elective

SOPHOMORE

SOWK 210 – Introduction to Generalist Social Work Practice *(Prerequisite for Admissions to SOWK Program)*

ENGL xxx – Literature Elective
Global Studies xxx SPAN recommended
PHIL xxx – Philosophy Elective (Humanities)

STAT 210) *(Prerequisite for Admissions to*
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<td><strong>Curriculum Matrix Showing Relationship Between Courses and Program Core Competencies</strong></td>
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| Total - 60 credit hours | [SOWK = 36 cr. Hrs; Topic Course Electives = 6 cr. Hrs.; Unrestricted Electives = 18 cr. Hrs.]

**TOTAL CREDIT HOURS 120**

Table 2-1B

Virginia State University

Social Work Program Curriculum & Core Competencies
<table>
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<th>Term/Academic Year</th>
<th>Course Number</th>
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<td>History Elective</td>
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<td>Literature Elective</td>
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<td>ENGL 110</td>
<td>Composition I</td>
<td>EP 1.3</td>
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<tr>
<td>Fall/Spring</td>
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<td>Composition II</td>
<td>EP 1.3</td>
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<tr>
<td>Fall/Spring/Summer</td>
<td>MATH 112</td>
<td>Basic Mathematics I</td>
<td>EP 1.3</td>
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</tr>
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<td>MATH 113</td>
<td>Basic Mathematics II</td>
<td>EP 1.3</td>
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<td>SPEE 214</td>
<td>Introduction to Public Speaking</td>
<td>EP 1.3</td>
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<td>Fall/Spring/Summer</td>
<td>BIOL 116 w/lab</td>
<td>Biological Science w/lab</td>
<td>EP 1.7</td>
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<td>Fall</td>
<td>SOWK 395</td>
<td>Social Work Topics Course Elective</td>
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<td>Fall/Spring</td>
<td>Global Studies</td>
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<td>Fall/Spring</td>
<td>Unrestricted Electives</td>
<td>Free Electives</td>
<td></td>
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<td>Pre-Social Work Courses (6) semester credit hours</td>
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<tr>
<td>Fall/Spring</td>
<td>SOWK 210</td>
<td>Introduction to Social Work</td>
<td>EP 1.1; 1.2</td>
<td>3</td>
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<tr>
<td>Fall/Spring</td>
<td>SOWK 260</td>
<td>History of Social Welfare Policy</td>
<td>EP 1.1; 1.2; 1.5</td>
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</tr>
<tr>
<td>Fall/Spring</td>
<td>STAT 210</td>
<td>Statistics</td>
<td>EP 1.6</td>
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<td>Major Requirements (semester credit hours)</td>
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<tr>
<td>Fall/Junior</td>
<td>SOWK 315</td>
<td>Social Work Research I</td>
<td>EP 1.2; 1.3; 1.6</td>
<td>3</td>
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<tr>
<td>Fall/Junior</td>
<td>SOWK 318</td>
<td>Writing for Social Work Practice</td>
<td>EP 1.3</td>
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<tr>
<td>Fall/Junior</td>
<td>SOWK 320</td>
<td>Human Behavior and the Social Environment I</td>
<td>EP 1.3; 1.4; 1.7</td>
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</tr>
<tr>
<td>Spring/Junior</td>
<td>SOWK 321</td>
<td>Human Behavior and the Social Environment II</td>
<td>EP 1.3; 1.4; 1.7; 1.9</td>
<td>3</td>
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<tr>
<td>Fall/Junior</td>
<td>SOWK 330</td>
<td>Race Relations &amp; Social Work</td>
<td>EP 1.2; 1.4; 1.5; 1.9</td>
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<tr>
<td>Spring/Junior</td>
<td>SOWK 340</td>
<td>Social Welfare Policy &amp; Systems</td>
<td>EP 1.1; 1.2; 1.3; 1.4; 1.5; 1.8</td>
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<tr>
<td>Fall/Junior</td>
<td>SOWK 370</td>
<td>Generalist Practice I</td>
<td>EP 1.1; 1.2; 1.3; 1.4; 1.7; 1.10</td>
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<tr>
<td>Spring/Junior</td>
<td>SOWK 375</td>
<td>Generalist Practice II</td>
<td>EP 1.1; 1.2; 1.4; 1.7; 1.10</td>
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<tr>
<td>Spring/Junior</td>
<td>SOWK 399</td>
<td>Field Education &amp; Seminar I &amp; Seminar</td>
<td>EP 1.1; 1.2; 1.3; 1.4; 1.7; 1.10</td>
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<tr>
<td>Fall/Senior</td>
<td>SOWK 475</td>
<td>Generalist Practice III</td>
<td>EP 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.10</td>
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<tr>
<td>Fall/Senior</td>
<td>SOWK 490</td>
<td>Professional Field Practicum I &amp; Seminar</td>
<td>EP 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10</td>
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<tr>
<td>Spring/Senior</td>
<td>SOWK 499</td>
<td>Professional Field Practicum II &amp; Seminar</td>
<td>EP 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10</td>
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<td>Spring/Senior</td>
<td>SOWK 498</td>
<td>Social Work Senior Seminar II</td>
<td>EP 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10</td>
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<td>Spring/Senior</td>
<td>SOWK 495</td>
<td>Social Work Topics Course Elective</td>
<td>EP 1.2; 1.3; 1.4; 1.6; 1.7; 1.8; 1.9; 1.10</td>
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VSU Baccalaureate Social Work Degree Curriculum Model Diagram

VSU Baccalaureate Social Work Degree Curriculum Model
Generalist Practice

STRENGTHS-BASED EMPOWERMENT PERSPECTIVE

Professional Level
Social Work Courses

- Field Practicum (12)
  SOWK 490 & 499
- Seminar/Capstone (3) SOWK 498
- Generalist Practice (3) SOWK 475

Pre – professional Social Work Courses

- Field Instruction (3) SOWK 399
- Generalist Practice (6) SOWK 370 & 375
- Social Welfare Policy (3) SOWK 340
- Race Relations & Social Work (3) SOWK 330
- Human Behavior and the Social Environment (6) SOWK 320 & 321
- Social Work Research (3) SOWK 315
- Writing for SOWK Practice (3) SOWK 318

Support Courses

- SOWK 210 – Introduction to Generalist Social Work Practice (3)
- SOWK 260 – History of Social Work Practice (3), STAT 210 Statistics (3)
- Speech (3)

Liberal Learning (GE Courses)

- Social Science (6)
- English (6)
- Math (6)
- History (3), Global Studies (3)
- Literature (3), Humanities (6)
- Biology and Health (6)
SIGNATURE PEDAGOGY: FIELD EDUCATION
EPAS 2.3
OVERVIEW OF THE BSW FIELD EDUCATION

The VSU Social Work Program implements the curriculum policy statement established by the Council on Social Work Education by setting forth the division of responsibility between field agencies and the Program regarding the administration of the field practicum, the establishment of criteria for the selection of field settings, and appointment of field instructors.

Field education assists students in synthesizing and practicing learned foundational material as generalist social work practitioners. The primary goal of the field sequence is to prepare students for generalist social work practice with individuals, families, groups, and communities. The VSU BSW program inculcates the commitment for social justice advocacy efforts through community development and revitalization initiatives.

To achieve this end, the field education curriculum is designed to facilitate integration of knowledge, values and skills of the BSW program through practice in an agency setting and a concurrent weekly two hour field instruction seminar at the university. The Field Manual augments and supplements field education course syllabi and field practicum experience.

The field practicum is an integral component of the BSW program. It is administered under the auspices of the Director of Field Education. The field practicum focuses on generalist competencies. Students must demonstrate proficiency in the following areas:

- Professional values and ethics
- Human behavior in the social environment
- Social work practice
- Cultural diversity
- Social welfare policy and services
- The promotion of social and economic justice
- Population-at-risk
- Social work research
STANDARDS OF THE FIELD INSTRUCTION PROGRAM

Community Field Education Social Work Advisory Board (SWAB)
The Community Social Work Advisory Board is composed of social service professionals, community leaders and former graduates from all geographic locations in Virginia served by the Virginia State University Social Work Program (Richmond-Petersburg Tri-City Area and other Southside Virginia localities). The Advisory Board functions as a link between the community and the Social Work Program, sharing community interests and needs, advising the Field Department on specific issues, discussing current trends in social work practice and social work education, and providing community support for the field instruction component of the curriculum (See Appendix I-A).

Memorandum of Agreement between VSU and Participating Agencies:

Purpose: This Memorandum establishes an agreement between Virginia State University (hereinafter “University”) and ____________ (hereinafter “Agency”), regarding cooperation and implementation of the University’s Social Work Field Instruction Program. Since no financial obligation between the University and the Agency is involved, this agreement is focused on the activities and responsibilities of both parties.

General Agreements: By signing the agreement, both the University and the Agency commit to cooperative efforts in provision of field instruction for students of the University. Both parties agree that the Agency retains ultimate responsibility for the standards and delivery of client services, and that the University retains ultimate responsibility for planning and conducting the social work field instruction. This agreement becomes effective when all parties have signed and remains in force for a period of one year, and renews itself annually unless either the University or the Agency indicates a need for review or change (See Appendix II-F).

Criteria and Standards for selection of field education sites are as follows:

1. A clearly enunciated agency mission and purpose that is compatible with the philosophy and intent of social work education.

2. Agency functioning that is consistent with the NASW Code of Ethics.
3. Identification of agency staff that can meet the requirements for practicum supervision of BSW students who are willing to serve in this capacity.

4. Provision of learning opportunities that will allow the student to engage directly in entry-level generalist social work practice at the individual, family, group, community, and organizational levels.

5. Provision of staff time for planning students’ learning experiences, instruction and evaluation.

6. Support for students’ research activities designed to evaluate professional practice.

7. Administrative staffing and stability that assure continuity of instruction for students.

8. Physical facilities that permit students adequate space for activities related to practicum objectives.

9. Agency provision of a diversified learning experience consistent with the objectives of the social work major.

10. Agency agreement that students will not be used to replace regular staff or to render to clients who do not facilitate the achievement of practicum objectives.

11. Students’ responsibility for travel expenses to and from the agency. If the agency requires students to travel in order to carry out field assignments, students will be reimbursed for travel expenses by the agency at the same rate allowed for the agency’s staff;

12. Agencies that would like to be considered as a practicum site must complete an application packet consisting of an agency profile (Appendix II-G) a field instructor/supervisor profile(s) (Appendix II-I) and a practicum placement agreement (Appendix II – F)

Rights and Responsibilities of the Social Work Program:

The Field Education Department

1. Selects the students to be referred to agencies for field instruction placement;

2. Carry final responsibility for the administration of the field education program, including decisions which affect the progress of the student, such as grades, credits, and field work hours in the agency;

3. Assume responsibility for referring selected students for agency interviews and providing written pertinent information concerning students chosen for placement in the agency;
4. Provide faculty members to serve as liaison between the School and each agency;

5. Prepares students for the field practicum experiences;

6. Screen and refer students to the agency for field placement interviews well in advance of placement starting dates;

7. Provides consultation to agencies (and staff) with regard to the general development of the agency’s Field Instruction Program;

8. Recruits and develops new field placement sites and appropriate field instructors within those agencies;

9. Make periodic visits to the agency to review student progress and consult with the Field Instructors on learning patterns;

10. Is informed of and intervenes as appropriate in all field instruction situations which are problematic from the perspective of any of the following participants: student, field instructor, field liaison, and other faculty or agency staff. The Coordinator will be available for immediate consultation when requested.

11. Evaluates all components of the Field Instruction Program including field instructors, liaisons and agencies;

12. Provides evaluation forms to the Field Instructors to be utilized at the end of each semester by the School and agency for written evaluation of the student’s progress;

13. Offers meetings, institutes and seminars for the professional development of field instructors and other agency staff;

14. Acquaints agency directors and field instructors with the educational objectives of the total curriculum and the policies of the field department;

15. Offer a field seminar for all students

16. Participates actively in curriculum work that contributes to the integration of classroom field learning, including assisting students and instructors in the development of written individual student learning objectives;

17. In the event that a student does not meet field instruction objectives and comply with the Code of Ethics for Professional Social Work Practice, the Director of Field Education will withdraw said student from affiliation with the agency (see Termination Procedures).
**Director of Field Education**

1. Has ultimate responsibility for the direction and coordination of the Field Instruction Program;

2. Develops and maintains the Field Instruction Manual which provides context and guidance for field instruction;

3. Takes action as necessary to maintain the educational quality of all components of the Field Instruction Program;

4. Identifies and recommends to the University those agencies with which a Memorandum of Agreement (*see Appendix II-F*) shall be signed;

5. Assigns liaison responsibilities to each faculty member designated as a faculty liaison;

6. Directs faculty liaisons in their role;

7. Coordinates educational opportunities for field instructors and field agencies.

**Faculty Field Instruction Liaison/Seminar Instructor**

1. The Faculty Field Liaisons is the intermediary between the University BSW program and the agency Field Instructor working with the student.

2. Faculty Field Liaison closely monitors the student’s progress during the field education experience and monitors the agency’s effectiveness to ensure a quality learning experience that meets the program’s goals and objectives for social work education.

3. Field Liaisons arrange and engage in agency visits and conferences with Field Instructors including: 1) initial conference – check student/agency fit; discuss service agreement and learning contract; 2) mid-semester conference (optional) – phone conversation may be sufficient. Check on student progress and identify any problem areas; 3) final conference – participate in evaluation of the overall quality of student’s performance; 4) additional conferences with Field Instructor and/or student as needed.

**The Responsibilities of the Faculty Field Instruction Liaison include:**

1. Conducting the required weekly student Field Instruction Seminars – lead mutual support/learning group for field students and guide students through curriculum focused on socialization to the role of professional social worker including use of discussion topics, relevant readings, and assignments;
2. Helping students plan their field experience;

3. Assisting students with preparation of the practicum learning agreement;

4. Consulting with the agency field instructor and student to review progress and access performance

5. Make a minimum of two visits per semester to each placement agency to confer with the field instructor and the student;

6. Oversee student completion of procedural assignments – including the service agreement, learning contract, weekly supervisory agendas and other records or materials provided by the student;

7. Oversee student completion of integrative learning assignments. Assisting students with any concerns they have relating to the agency field instructor, integration of classroom work with the field placement, or other field related issues.

8. Informing the Director of Field Education of any problems relative to student’s performance in the practicum.

9. Monitor student attendance in the field by means of time sheets and notify students of any problems related to attendance.

10. Collect and submit to Director of Field Education all necessary paperwork including memorandum of agreement, service agreement, learning contract, Field Instructor evaluation of student; student evaluation of Field Instructor, and student evaluation of Field Instruction Liaison / seminar instructor.

11. Participating in the evaluating and grading of the student’s field practicum in collaboration with the field instructor and the student.

12. Assigning students a grade in the field instruction seminar (SOWK 399, 490, & 499) as partial completion of field practicum course.

13. Assigning final grades based on the field instructor’s evaluation, assessment of written materials, and information derived from liaison conferences with student and field instructor.

14. Acting as an educational consultant to field instructors to enhance their teaching skills, i.e., educate and support Field Instructors in their enactment of the Field Instructor role, identify any special Field Instructor learning needs or problems and work with Field Instruction Coordinator to remedy issues.

15. Help field instructors design meaningful learning experiences for the student placed in the agency.
16. Identify and respond to any crises or problems suggesting a breakdown in the student-Field Instructor - classroom teacher partnership.

17. Keep the Director of Field informed of any concerns and problems related to the field seminar or the field placements.

18. Bring current practice developments to the attention of BSW Program faculty to insure that the Program’s curriculum is responsive to trends in professional social work practice.

19. Provide ongoing evaluation of the placement agency and field instructor’s willingness and ability to provide learning opportunities and field instruction consistent with the competencies of the BSW curriculum and with the Educational Policy Accreditation Standards (EPAS) as set forth by the Council on Social Work Education (See Appendix I – E).

20. Participate in program meetings, Field Instructor orientation, and professional development courses sponsored by the BSW program, and final Field Instructor appreciation ceremony.

Rights and Responsibilities of the Field Placement Agency

The Agency has the right to:

1. A signed Memorandum of Agreement with the Social Work Program (See Appendix I-F).

2. Identify their setting as an approved VSU Field Practicum site;

3. Interview all prospective students and complete the Placement Decision Form, (See Appendix II-K) retaining the right to reject individual students who cannot function in the agency’s program:

4. Regular contact with the Field Department through faculty field liaison visits and other consultation as requested;

5. Send their field instructors to all Field Department educational offerings.

6. Ask that a student be removed from the agency for cause (See Removal from Agency Procedures – Appendix IV-JJ)

The Agency accepts the following responsibilities:

1. Supply Virginia State University an outline of agency services (See Appendix I - B) and designates qualified agency personnel to serve as field instructors.
2. Interview and accepts students for placement in the agency without respect to race, ethnic origin, sex, age, religion, sexual orientation, disability or political belief. The agency does retain the right to reject individual students who, in their judgment, cannot function in the agency’s program.

3. Facilitate the development of a climate in the agency conducive to field instruction and student learning;

4. Provide appropriate facilities to the student during placement, including space for carrying out assigned activities, telephone access, office supplies and clerical support for agency records and reports, involvement in staff meetings and training sessions when possible, access to clients and client records as appropriate to learning experience,
   a. Agree to one semester of placement for each student accepted with junior standing; a total of 160 clock hours in the agency to be completed in no less than one semester.
   b. Agree to two consecutive semesters of placement for each student accepted with senior standing; a total of 480 clock hours in the agency to be completed in no less than 240 hours per semester.
   c. Enable the agency’s Field Instructor to meet the educational needs of assigned student by:
      1. Providing time for orientation to the agency (or providing this to students in a group)
      2. Providing time for regularly scheduled conferences.
      3. Providing time for meetings with the Field Liaison (at least twice each semester), or Director of Field Education.
      4. Providing students the opportunity to participate in the overall agency program and activities, as appropriate to educational needs, educational preparation, and practice.
      5. Enabling participation in seminars, workshops or other meetings scheduled by Virginia State University to meet the needs of Field Instructors.
      6. Ensure that students on agency business are reimbursed for mileage or allowed to use agency vehicles. Students on agency business should also be covered by agency insurance where appropriate.
      7. Provide to the student a clear delineation of agency policies and procedures that are appropriate and relevant to the student’s role in the agency. Balance service delivery needs with students’ learning needs, i.e., it is important to avoid using students to fill staffing deficits.

Field Instructors

The role of the agency based Field Instructor is crucial to this most important phase of the student’s education. The Field Instructor’s functions are very much like the on-campus


faculty in that what the Field Instructor does or does not do vitally impacts the student’s current education. It also affects the quality of future service to client systems and the viability of the profession as a whole, as reflected in the student’s future career activities. Field Instructors are primarily responsible for the process of educating social work students to become professional practitioners. The field instructor’s role as teacher or instructor requires planning and creativity.

**To become an effective field instructor, one must be willing and able to devote sufficient time to:**

1. Receive appropriate information from the Field Instruction Department on the student assigned to their agency.

2. Participate in interviewing the prospective student;

3. Two on-site conferences each semester with an assigned faculty field liaison and consultation with other Field Department personnel as requested.

4. Participation in the educational offerings of the Field Department.

5. Information about the BSW curriculum;

6. Request removal of a student from the agency for cause (See Removal from Agency Procedures – Appendix IV-JJ).

**The Field Instructor is expected to:**

1. Attend and successfully complete on-campus Field Instructors Training Seminars (dates and time will be published well in advance).

2. Participate in training seminars and workshops designed by the BSW Program. These seminars are held every fall and spring semester. Flyers or invitations to these seminars go out to all Field Instructors for the academic year in which they are supervising a student. The Director of Field Education, with the assistance of the Social Work Faculty, offers a variety of topics at these semi-annual seminars. The agenda at these meetings include: information about the internship; clarification of the roles of the Field Instructor, the Field Instruction Liaison, and the Director of Field; review of the syllabus, goals, written assignments, and evaluation for the internship; and review of policies for field instruction. Time is also allotted for discussion of intern’s agency projects, as well as questions from the Field Instructors in attendance. Other topics may include, review of the social work curriculum, ethics, field instruction, etc.
3. New Field Instructors or a designee is required to attend this orientation seminar, and all Field Instructors are encouraged to attend. These seminars last for two to three hours, certificates of appreciation are given to participants at the end of the second semester.

4. Plan appropriate orientation activities and beginning tasks for the student prior to or during the first week of placement, include providing information about policy, funding, client population, access to resources, and agency philosophy.

5. Develop learning objectives conjointly with the student by no later than the third week of each semester. Select and assign task which are appropriate to the student’s individual learning needs and competency and which are consistent with the defined objectives of field instruction.

6. Communicate clearly the Field Instructor’s expectations of the student, and what the student may, in turn, reasonably expect from the Field Instructor (i.e., “What I’m like to work for”, appropriate dress for agency work, channels of communication within the agency, the hours for lunches and breaks, which meetings are to be attended, etc.)

7. Review and screen workload for appropriateness prior to assignment to the student.

8. Provide a minimum of two hours of preferably uninterrupted supervision time for the student each week in order to discuss issues, address problems, monitor progress, provide feedback, etc.

9. Monitor educational value of assignments and tasks (according to, for example, the various items enumerated on the final evaluation form, (see Appendix IV - HH).

10. Maximize the student’s access to other professionals and agencies in the community as they relate to or impact upon the student’s acquisition of skills, knowledge, and values of the profession.

11. Assume responsibility for the supervision of the day-to-day educational experience of the student in the field.

12. Notify the liaison immediately if the student’s performance is less than satisfactory.

13. Provide the department with written mid-semester and final evaluation of student progress and growth during fall and spring semesters.

14. Complete an evaluation of the faculty field liaison (see Appendix IV - FF).
Selection of Field Instructors/Supervisors

Field instruction at Virginia State University emphasizes provision of a setting in which students will be able to practice social work skills, knowledge and values in the roles for which they are preparing. Therefore, each agency should employ or have the potential to employ baccalaureate level social workers. Additionally, students should be provided practice experience that involves service assignments with individuals and/or groups as well as large organizations and the community.

Representatives of agencies should contact or are contacted by the Director of Field Education at Virginia State University who discusses with them mutual needs and opportunities. Agencies should be in good standing in the community, carry the positive sanction of any appropriate governing or accrediting bodies, endorse the role of baccalaureate social work education as preparation for professional practice, and give social work an important and respected role in agency function.

The field instructor’s professional philosophy, goals, and objectives must be consistent with those of the social work profession and with those of the BSW program. The agency field instructor plays a vital role in the education of BSW students. It is important that those who accept this role have a good grasp of practice theory, significant experience in the field of social work, a good measure of patience, a desire to teach, and a sense of humor.

The field instructor must demonstrate commitment to his/her own professional development. Such commitment may be indicated by professional affiliations, participation in continuing education courses, workshops, and seminars in order to enhance and update practice skills, community involvement and leadership, and innovation in service delivery, etc.

Field supervisors are designated by the agency and should have either:

1. A MSW (and two years of supervised experience) or a MA degree in a related human service field (and three years of supervised experiences).
2. A BSW (and two years of supervised experience) or BA degree (and three years of supervised experience) in a related human services field with demonstrated ability in the field and readiness for these responsibilities (as judged by the agency).

In programs where a field instructor does not hold a CSWE–accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective. The individual must have demonstrated competency in his/her area(s) of practice, as indicated with an undergraduate or graduate degree from an accredited program in an allied discipline that teaches counseling and three years of supervised experience (See Appendices II-I & L; Field Instructor Questionnaire & Profile, Orientation Checklist).

If the field instructor does not have a social work degree, the field education program seeks to provide expanded professional supervision for student in the following ways:

1. Designate a social work mentor within the agency setting if such a person is available. The mentor should be an employee of the agency with a social work degree who is willing to meet regularly with the student to expand and further his/her social work perspective and experience. A less preferred option would be a person with a social work degree employed by another agency.

2. Allow additional student contact with the faculty field liaison on a regular basis, in the absence of a social work mentor, in order to expand the student’s integration of the social work perspective. This contact would occur at least every two weeks and more often if needed.

Rights and Responsibilities of the Student:

1. All students are entitled to:
   a. Field instruction which focuses on their learning needs.
   b. Meet with their field instructors individually at least two hours a week.
   c. On-going feedback on progress in the field placement.
   d. Written feedback on their written work.
   e. Meet with their liaisons twice a semester in the field agency or more frequently if needed.
f. Access to the Director of the Field Department for consultation.

2. All students are responsible for the following:

a. Supply necessary information on his/her background so that the agency can design a relevant placement for the student.

b. Adherence to agency norms and standards governing professional practice, including professional presentation of self;

c. Abide by the NASW Social Work Code of Ethics (See Appendix I - C).

d. Comply with the “HIPAA” (Public Law 104-191) regulations

e. Strict observance of the principles and rules of confidentiality:
   a. Specifically, no identifying client information is to be shared with anyone except the field instructor and other appropriate agency staff:
   b. When case material or agency material is to be used by the student for classroom purposes, permission of the agency must be obtained;
   c. When case material or agency material is used in class or in process recordings all identifying information must be disguised.

f. Knowing about policies and procedures regarding field instruction and adhering to them;

g. Develop a weekly schedule with the assistance of the School and agency which will ensure student completion of minimum required hours of field experience (640 hours for three semesters, 160 hours to be completed in the Spring semester of the Junior year, and 480 hours to be completed in the Senior year - 240 per semester including field seminar meetings).

h. Report to the agency on time and engage fully in all activities prescribed by the agency, such as attendance at staff and committee meetings, transcription, maintenance of agency records, etc.

i. Active participation in their own learning in the field placement, completion of all assignments required as part of the field instruction experience, such as weekly logs, time sheets, process recordings, papers, learning objectives, and attendance at weekly seminar, and taking initiative in identifying and working through, with appropriate field personnel, those learning difficulties which may arise;
Students perform over **600** hours (in three semesters) of practicum in agency sites that provide the opportunity for them to engage in generalist social work practice activities with diverse populations. Specific assignments are based on a learning agreement developed between a student and an agency. This learning agreement includes learning objectives, tasks to fulfill those objectives and methods used for evaluation. Although all students are given the same basic learning objectives, tasks may vary considerably depending on the site. Students receive three credit hours for the pre-professional level field instruction I (SOWK 399) with seminar; they receive six credit hours for the Professional level field practicum with seminar (SOWK 490 & SOWK 499 – *(See Appendices III – O, P & Q - Course Syllabi)*).

The field practice and the integrating seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency setting. The student must complete both the agency internship/practicum and the field instruction seminar. The seminar assists students’ understanding of previously learning material and further deepens their acquired knowledge. The student must complete both the agency internship/practicum and the field instruction seminar. The seminar assists students’ understanding of previously learned material and further deepens their acquired knowledge.
UNIVERSITY AND BSW PROGRAM POLICIES AND PROCEDURES
University Policies*

STUDENTS RIGHTS AND RESPONSIBILITIES

Your rights as a student are very important. You should consult a Student Handbook that includes important information on your rights and responsibilities as a VSU student. Consult with the Director of Social Work, Director of Student Life or the Student Government Association for more information about your rights and responsibilities. You should learn more about procedures for grade and other appeals policies, sexual harassment complaints, the Code for Academic Work, College Discipline, and a host of other policies vital to student rights and responsibilities.

THE STUDENT ACADEMIC CODE

A student’s conduct at Virginia State University is expected to reflect that of a person engaged in a serious endeavor – the pursuit of an academic setting. The Student Code of Conduct contains rules and regulations governing student behavioral conduct and represents a means by which the orderly development of appropriate student conduct is assured. The Student Code of Conduct ensures that students maintain the highest ethical standards when in the academic setting, when performing work in the classroom and when completing work outside the classroom.

CODE OF CONDUCT

Students are expected to abide by all University rules and regulations, standards, and by the laws of Chesterfield County, the Commonwealth of Virginia and Federal government. It is not possible to list all acts of misconduct /disorderly conduct that can occur on campus, but students are required to exhibit the highest forms of good manners, behavior and respect for the University community and its inhabitants (VSU Undergraduate Catalog 2008 – 2010).

AMERICANS WITH DISABILITIES

The Virginia State University Board of Visitors, the administration and the faculty are committed to a policy equal opportunity in education and employment prohibiting unlawful discrimination on the basis of race, color, creed, religion, marital status, sex, age, disability, political affiliation, or national origin.
The University will provide reasonable accommodations upon request to otherwise qualify disabled individuals who require such accommodations in technical standards of a University academic program or to have an equal opportunity to participate in University programs or activities.

If you believe that you have a disability, you should make an appointment to see your professor to discuss your needs. In order to receive an accommodation, your disability must be on record with the Student with Disabilities Program located in Memorial Hall, 4th Floor, Room 412 (Telephone 804 524-5061), Coordinator, Dr. Roselia W. Roy.

HEALTH INSURANCE

Health insurance is necessary for all students so that they will be covered in the event of accidental injury or serious illness requiring hospitalization. The University is not responsible for accidents occurring to students in connection with class, laboratory, shop, field work, athletics, student activities, travel, or other activities. The University Student Health Services does not cover expenses for accidental injury or inpatient hospitalization (Student Handbook, VSU August 2005). Students who are not covered under the health insurance policy of a parent or spouse should consider the student insurance policy sponsored by the University. Health and accident insurance is strongly encouraged for all full-time students. Students without coverage may enroll in the University Plan. Students, who wish to supplement their existing coverage, may enroll in the University sponsored plan. Insurance information is available at Student Health Service.

*See Virginia State University Undergraduate & Graduate Catalog http://www.vsu.edu/PDFFiles/Catalogs/20082010%20UNDERGRADUATE%20CATALOG.pdf for more detailed information on university policy and procedures. Information may also be located on university website: http://www.vsu.edu/PDFFiles/University

BSW Program Field Education Policies

Social Work Field Placement Requirements

To apply for professional level field placement, at the end of the junior [pre-professional level] year [spring semester], students must have an overall minimum cumulative GPA of 2.5, a “C+”
or higher in each social work 300 level course to be eligible to apply for admission to the field practicum (SOWK 490-499) after having completed all prerequisite courses in addition to the following:

1. Senior Status
2. Accepted as a Social Work major – Probationary status (refer to VSU undergraduate catalog – Social Work major application procedure) must be removed prior to 400 level coursework.
3. Received a “C” (2.5) or higher in the pre-social work courses: SOWK 210, SOWK 260 and STAT 210.
4. Overall GPA of 2.5 or higher in each 300 level course, and GPA in the required Social Work curriculum of 2.5.
5. A positive endorsement for practice from the SOWK 370 instructor.
6. Completed application form with personal statement and references.
7. In addition, the student must possess the basic skills and emotional maturity necessary for working with clients and staff in an internship site. If the Director of Field Education/liaison has concerns about the suitability of prospective intern and develop a plan for addressing these concerns.

An application for field must be filed with the Director of Field Education in the spring semester of their junior year.

**Field Placement Hours**

Each student in the Junior Field Instruction I & Seminar (SOWK 399), Professional Field Practicum I & Seminar (SOWK 490) or Professional Field Practicum II & Seminar (SOWK 499) course is expected to participate in the field instruction setting from the first week of the semester through the 12th week of the semester. The junior field placement week’s work will consist of 14 hours (2 full days) per week for 12 weeks (total of 160 clock hours) in their assigned placement, and the senior field placement week’s work’s will consist of 21 hours (3 full days) per week for 12 weeks (total 240 clock hours each semester) each semester in their assigned placement.
Students who do not complete the required hours in the field setting cannot receive credit for field instruction (i.e.) they will either accumulate the hours in a designated time or receive an “F”).

The student may find that the required hours (160 clock hours - junior placement; 240 clock hours –senior placement per semester) will be reached prior to the last week of required time in placement. It is nevertheless expected that the student will continue activities at the agency throughout the 12th week of the semester.

Students who compile the minimum number of hours per semester will be graded by the same criteria as those who complete more than the required number of hours above the minimum. There is no doubt that completing hours beyond the minimum could and usually would be advantageous to the student simply by providing more time for the development of skills and the accumulation of practice knowledge. However, students are expected to achieve sufficient skills within minimum hours and to successfully fulfill all evaluative standards. No penalties will be assigned to field grades (nor bonuses given) as long as minimum hours are met and agency contracts (for length of time and hours on the job) are responsibility fulfilled. Exceptions to this policy, other than minimum hours to which there is no exception, must be recorded and approved in writing as an addendum to agency contracts and signed by all original signatories or their approved successors.

Field placement hours accrued during University vacation periods (i.e., between semesters) must have the approval of both the Social Work Program and the Field Agency or their representative prior to accrual of such hours. Other than hours put in to maintain services to clients (or client groups or systems), this practice is discouraged. Field agencies are aware of the University vacation periods and can arrange for this break in coverage. Where there is an exception to this policy, agencies will usually discuss this with the Director of Field and the student at the time of the placement.

Except as necessary due to special circumstances and again with the prior approval of the Social Work Program and the Field Agency, students may not “bank” hours ahead of time (i.e., over Christmas break for Spring semester). Similarly, students who fall behind in the accrual of
hours in the fall semester may only accrue “make-up” hours during the vacation period by prior arrangement between the student, Social Work Program and the Field Agency. There is, of necessity, a limit to the number of hours that can be met under these circumstances (maximum 40 hours). No hours may be accrued during the week of finals, or during the time the University is completely closed (i.e., Christmas through New Year’s Day). It may be necessary to complete fall hours in the spring semester. Likewise, if a student has not completed the total number of hours by the conclusion of the spring semester, hours will not be made up during the summer. Students must repeat the semester for credit and its entirety (i.e., repeat the class).

**Procedures for Field Placement**

Preparation for internship occurs during the Generalist Practice (Micro) I: Individuals (SOWK 370) class and at least two meetings with the Director of Field Education prior to internship. The SOWK 370 class and meetings with the Director of Field Education are required for all students planning to do their junior (SOWK 399) and senior (SOWK 490) internships beginning the spring semester of their junior and fall semester of their senior year.

**SOWK 399 – Field Instruction I & Seminar**

Prior to student’s enrollment in SOWK 399 they will have the opportunity to meet with the Social Work faculty and/or Director of Field Instruction to discuss agency selection process and to answer their questions and/or concerns before entering the class.

Students research the types of internship placements that interest them. They may request a certain type of agency (i.e., child welfare agencies, family service agencies, mental health programs, criminal justice settings, programs serving elderly persons, programs serving developmentally disabled persons, medical social work, drug and alcohol treatment programs, and institutional treatment setting), but are not limited to the list of agencies provided. However, most students will be assigned to an agency that meets the knowledge and skills at the pre-professional level. It is anticipated that several students will request a specific agency based on access to transportation and an interest for a particular setting. The program will accept reasonable requests from students and will try to accommodate these requests in the student’s best interests.
The BSW program will maintain an agency profile manual in the program office for students to browse through at any time. This manual contains information on approved field agencies. Students are encouraged to meet with their Faculty Advisors to discuss academic concerns and to suggestions in the selection of their senior field practicum settings to meet their learning goals and objectives toward completing the program competencies.

Prospective field students will then meet individually with the Director of Field Education to assess their interests and agency opportunities. Prior to the meeting, the student will submit to the Director of Field Education two (2) copies of their field application (See Appendix II-N) and two (2) resumes. A copy the application and resume(s) are sent to each of the agencies in which the student interviews for a placement. By the end of the spring semester (mid-April) all junior-level students will interview at (least) two agencies. By the end of April the student informs the Director of Field Education on his/her agency preferences. The agency informs the Director of Field Education of which student(s) they will accept by the end of May.

All applicants will be interviewed by the Director of Field Instruction, and will assign students to agencies based on this feedback. These assignments are finalized and communicated to both students and agencies prior to the advance registration for the Fall semester. Students are assigned one field placement for the senior year; they are at this agency for two semesters. Once a senior internship placement is agreed upon and during the first two weeks of placement, a service contract is formalized which clarifies the expectations of the student, the agency, and the Social Work Program. This contract is signed by all three parties and kept in the student’s internship file.

Ever effort is made to respond to student preferences for placement when possible. However, the Director of Field Education will base the final decision for the placement upon the following criteria in the order listed:

- Educational opportunity
- Student preference
- Geographical location of agency


**Field Seminar**

Topics for the first semester of the field practicum seminar focus on direct practice issues and concerns. Seminar assignments require application of knowledge to generalist practice and further development of generalist skills. These seminars are guided by social work faculty. The faculty facilitates student peer interactions providing insights to practice dilemmas encountered in placement agencies. The seminar functions in a utilitarian manner by assembling students from a variety of practice settings. This grouping enables students to have a broader perspective of practice settings, client populations, and treatment methodologies than they would otherwise experience.

Each field instruction seminar session is organized around a theme, such as getting to know your agency and co-workers, learning about your client groups, community, the agency’s culture, and the role of reflection in learning from experience. During the three-semester practicum, other topics will be explored such as racism within society, the value of practice evaluation, research, and generalist social work practice evaluation techniques, and sexism within the profession, and goal setting with diverse clients. The student is assigned readings related to each topic. Discussion is geared toward enhancing students’ experiences in their field practicum, assisting them in making linkages between the knowledge they have obtained in the classroom and their experiences in the field, and facilitating their ongoing professional development. Completion of the weekly field instruction seminar includes written assignments, supervisory agendas, logs/journals in which the student describes the activities of their week in their field placement and gives an analysis of an agency policy in relation to their clientele’s culture. Students will complete individual and agency evaluations each semester as part of seminar requirements.

**Monitoring Student Learning in Field**

Social work student interns completing their field education are closely monitored by Field Instructors and the BSW program’s Faculty Field Liaisons. Field Instructors closely monitor students with frequent interactions with the Faculty Field Liaison. The Faculty Field Liaison conducts two formal site visits during the semester. The Field Instruction Liaison is also available for phone contacts and additional visits if the need arises. Field Instructor input is incorporated in the Faculty Field Liaison’s evaluation of student performance in the field.
Field Instruction Liaisons are available to meet with Field Instructors who are not BSW or MSW degreed, on an as needed basis to provide additional supervision and instruction from the social work perspective.

**Procedure for Evaluation of Student Learning in Field**

Evaluation procedures in Field Instruction at Virginia State University are designed to aid and involve the student, the agency, and the Social Work Program in working together to ensure integration of theoretical knowledge with practical understanding of the reality of the professional social work setting.

The student’s faculty field liaison is also the student’s field seminar instructor. In the interest of on-going evaluation, the field instruction liaison/seminar facilitator and the student maintain constant communication by way of the field seminar, planned meetings, blackboard, email or phone. In the field seminar each student is encouraged to discuss problems encountered during the week and to present the solution, which was agreed upon in conference with the Field Instructor.

In addition, on-going student evaluation will consist of seven parts. They are:

1. **The Learning (agreement) Contract** *(See Appendix III -V)* is the mechanism by which students, their field instructor and the faculty monitor and assess students’ progress in the field practicum. This learning agreement specifies competencies, tasks to be performed to meet those objectives and methods for evaluation.

   The Learning Contract is completed by the student and field instructor, and must be approved by the Faculty Field Liaison and Director of Field Education. Field instructors are encouraged to review the learning agreement with their student(s) during regular supervisory sessions. In addition, the faculty liaison meets with the student and the field instructor twice during the semester. The faculty field liaison reviews the learning agreement during this visit to assess progress towards completion of outlined tasks.

2. The faculty liaison has the opportunity to review the student’s field placement *journals/logs (which are seminar class assignments) and other field instruction seminar assignments (presentations, papers, process recordings, etc)* for the faculty liaison to award the field
seminar grade. These journals and logs can provide the field liaison and field instructor with valuable information related to how the student is performing in his/her field placement. Class time is allotted for informal discussion of practicum experiences and issues, again giving the faculty liaison yet another means for assessing the student.

3. **A mid-semester conference involving the student, Field Instructor, and the Field Instruction Liaison.** The agency field instructor completes an informal written mid-term evaluation form (See Appendix IV –GG for suggested format) that is reviewed with the student and submitted to the faculty liaison. At this time, the objectives agreed upon for the placement are clarified and progress toward obtaining these objectives is discussed. If there are particular problems or particular areas in which student growth is needed, they are delineated, and a plan for meeting that need is formulated. (When there are no indications of special student learning needs, this conference may be conducted by telephone.

4. The end of the semester conference involving the aforementioned persons and the completion of the **Final Field Practicum Evaluation** (See Appendix IV-HH) that are reviewed with the student and submitted to the faculty field liaison. As a part of the final evaluation, at this conference the person’s involved may comment on the Field Instructor’s written evaluation, the student’s written comments on the evaluation, and the progress the student has achieved toward established learning goals and objectives.

5. At the end of the junior and senior placement, the student is requested to complete an evaluation of the placement and of the Field Instruction Liaison (See Appendix IV-EE).

6. The field instruction courses, SOWK 399 is a three credit hours, and will be graded on a scale of A, B, C and F (with plus and minus grades). The final grade will be based upon a combination of:

   1) Attendance and participation in class, internship/practicum and weekly seminar exercises, journals, learning contract

   2) Process and summary recordings

   3) Seminar Presentation

   4) Field Instruction Final evaluation

This field education course integrates foundation social work knowledge with human behavior, policy, diversity, research, and practice coursework. Students must demonstrate proficiency in this material in two formats: Students must receive a “Satisfactory” in their field education placement site.
SOWK 490 and 499 are three (3) credit hours each and will be graded on Satisfactory/Pass level. The practicum is 40% of the grade. Students receive one grade for each course. The final grade will be based upon a combination of:

1) Learning contract & goals
2) Attendance, participation & weekly exercises, e-portfolio
3) Weekly a supervisory agendas, Logs/journal, process recordings
4) Agency analysis, integrative case analysis paper; macro research project
5) Field Instruction Final Evaluation

Since field instruction represents the implementation and evaluation of practice skills, the major part of the final grade will be measured in terms of actual behavior and activities in the agency and with client systems (See Student Final Evaluation Form for specific behavioral criteria (Appendix IV-HH.)

Therefore, although “academic” tasks such as written projects might warrant high letter grades, field instruction cannot be passed by the student without a favorable evaluation of practice skills via mid-semester and final evaluation. A mean score of 2.0 on the final evaluation will be required to pass SOWK 399, 2.5 to pass SOWK 490 and 2.75 to pass SOWK 499.

Both the student and the Field Instructor use the final evaluation form to assess the student’s performance. It is completed twice during the semester, at mid-term and in the final week of internship. The midterm evaluation is an informal process and does not become part of the student’s permanent file. The student and Field Instructor are encouraged to discuss final evaluations before sign it and turning them in to the Field Instruction Liaison. The Field Instructor’s final evaluation becomes part of the student’s permanent file.

If a student is not performing at the expected level, the student and the student’s advisor are notified in writing by mid-semester by the Field Instruction Liaison. Specific areas needing improvement are noted and a review date is set. The Field Instruction Liaison, in consultation with the Field Instructor, will be responsible for assigning the grade for field instruction.
These seven components of the evaluation are integrated by the Field Instruction Liaison. The responsibility for grading the field work component of the Program, while taking into consideration the entire component parts of the evaluation, rests with the Field Instruction Liaison and the Director of Field Education.

**Termination of Internship/Field Practicum**

Most students will have little or no difficulty in following the expectations for internship and field experience. However, occasionally situations arise which are serious enough to necessitate removal of a student from field placement and/or Program (See *Student Handbook* for details). The following are some (but possibly not all) of the major reasons for such removal:

1. Clear violation of client confidentiality. This does not include the sharing of information necessary for case management or knowledge integration.

2. Chemical abuse or any other conditions which interfere with responsibilities to clients, the placement agency, or academic course requirements.


4. Repeated failure to respect interpersonal boundaries with clients or placement staff.

5. Chronic failure to meet the expectations of internship or field experience.

6. A determination by the Field Instructor, the Field Instruction Liaison, or the Field Instructor, or the Director of Field Education that the student does not possess the basic skills necessary for social work practice (i.e., the needs of the client, student, agency, or school are not being served).

7. Policy guidelines as specified in the *Memorandum of Agreement* are not being met.

8. A student may also be removed due to situations that are beyond his/her control, such as an incapacitation due to illness or accident, or agency problems which compromise the integrity of the placement experience.

Formal termination procedures may only be implemented when informal means have been exhausted, or cannot be met. Prior to the institution of formal means, informal means ought to have resulted in:

1. A clear understanding among all parties of the reason for termination.

2. A determination that resolution is either no longer advisable or possible.
Requests for withdrawal may be initiated by agency, school, or student. When any two parties agree that personal conduct or educational progress is such that no further time should be spent on the placement, the following steps should be taken:

1. Notification, in writing, to all parties regarding the specific problem,
2. Meeting of concerned parties, for discussion of the problem,
3. A mutual decision shall be made and recorded in the student’s record (and agency’s file, where appropriate), and
4. In the event a mutual decision is not possible, the Agency and Director of Field Education will work out a suitable solution.

As in other matters involving possible disagreements, the Director of Social Work and then Social Work Committee will serve as sources of appeal. Upon failure of informal means, the reasons for termination must be submitted to all other parties in writing. Placements in progress must be terminated, so desired, prior to the school’s deadline for withdrawing from a class without academic penalty (see VSU undergraduate catalog).

Once the decision to remove a student has been made, the student will discontinue his/her duties at the placement agency immediately. The student who feels he/she has been removed unjustly may appeal the decision as directed by University policy (see Student Handbook for details).

**Background Checks**

Background checks are required by Virginia state law for certain human service agencies, and if students are placed in those agencies they must comply with the agency’s protocol in such matters. There may or may not be an additional fee to the student for these background checks.

**Dress Code**

Students placed in field settings through the VSU Social Work Program are to remember that they represent the university, the program, and the agency. Students must therefore, at all times, exemplify the highest standards of professional commitment relative to personal appearance, demeanor, personal integrity, citizenship, social prudence, and personal hygiene. Modest professional dress that is consistent with the policy of the agency and reflects professionalism is expected of all students in the field.
**Liability Insurance**

All students whose field placement is necessary in order to meet degree requirements are covered by liability insurance carried by the University as long as the student is performing within the course and scope of his/her responsibilities as authorized. Virginia State University BSW students are covered under the *Commonwealth of Virginia Risk Management Plan and §2.2-1836 and 2.2-1840, Code of Virginia* Tort liability continuous from September 1, 2009 until cancelled. Students are advised to carry sufficient auto liability and personal injury insurance of their own. Students are encouraged to discuss with their Field Instructor the kinds of insurance coverage the agency has and whether or not this applies to students in order to make decisions on the above.

**Safety Precautions**

Students need to be aware that the practice of social work involves an element of personal risk. When students have concern for their safety or the safety of others, they should discuss the concern with their field instructor to determine the best course of action and share this with their faculty field liaison. Students are not to take unnecessary risks in the course of their field work.

**Policy Regarding Field Placement and Employment**

**Previous Work Experience:** Academic credit for life experience and previous work experience will not be granted in whole or in part in lieu of the field practicum or of courses in the professional foundation areas specified in the CSWE Curriculum Accreditation Standards (EPAS).

**Practicum Placement at Agency in Which Student Works as an Employee:** Professional employment and learning are not inconsistent, but significant differences exists between the roles of student and staff and members and between goals of education and service.

Students who wish to complete a practicum experience at their place of employment must submit a request form to the Director of Field Education. The request is carefully reviewed using the following five standards:

1. The agency must be approved as a field placement site and provide an opportunity for the student to gain new knowledge and achieve the program’s educational goals and objectives.
2. The student must list all the positions he/she has held at the agency, including a description of employment responsibilities, a schedule of work hours and names of supervisors(s).

3. The student must be assigned to a department, unit, or program that differs from all prior or current employment units. This is to insure that the student has exposure to new methods, client populations, and other new learning experiences.

4. The agency must provide a qualified field instructor who has not supervised the student in employment responsibilities. The field instructor must be approved by the social work program faculty using the same criteria that it would use to approve any other new field instructor.

5. The schedule of hours designated for the field assignment must clearly be designated from the employment schedule.

Students who are approved to complete their practicum at their place of employment must meet the same educationally focused learning objectives as all other students in the program.

In the event that a student is offered a position with their field agency where they are doing their internship, they must first discuss this matter with their Field Instruction Liaison and the Director of Field Education before accepting such offer. The employability of a student in a placement agency would be determined on an individual basis. In certain instances, a student may be advised not to accept employment in the agency where they are doing their internship based on their overall academic performance.

If a student becomes hired during the internship in the area that internship is occurring, he/she may continue in the internship setting in a paid position as long as the terms of the internship are carried out, assignments are turned in, and the evaluation are completed as scheduled by the Field Instructor and the student. Student assignments and field education supervision must differ from those associated with the student’s employment. Basically, the same standards outlined above for students desiring to complete their practicum where they are currently employed applies to student’s who wish to accept a position at their assigned practicum site. It is highly recommended that students not accept a job offer in the agency where they are doing their internship until the last month of field placement in the final semester of their internship.
Field placements in agencies where students are also employed are monitored closely by the Director of Field Education and the student’s Field Instruction Liaison via additional site visits, close review of assignments, etc.

**Extreme Weather and Reduced Hours Policy (SOWK 399, 490 & 499)**

In cases of weather conditions, such as hurricanes and snow storms, when the University is closed and/or when individual agencies are closed, field students are expected to make an informed choice about whether they should attempt to go to their respective field placements. If the agency is open, students may go to placements and be guided by the policies of their agencies. Students may also call their agencies and explain that the University is closed and, in their judgment, they cannot either safely make their way to and from placement or, for other reasons such as no arrangements for children unexpectedly home from school, etc., will not be at the field placement. Always put safety first in making such judgments.

When the University and the individual agency are BOTH closed, obviously the student will not be able to accumulate field hours during such closures. When a student believes it is not possible to make up the hours (e.g., it is very close to the end of the semester or some other compelling reason), a deficit of up to 16 hours of field placement may be requested. Students must apply for this waiver of up to 16 hours submitting their request to the Director of Field Education, with a copy to their Field Instructor, and Faculty Field Liaison (See Appendix II -M). The Field Instruction Coordinator will make the decision on granting or denial of the request for reduced hours, including the number of hours to be reduced. In so doing, the Director of Field Education may consult with the student’s Agency Field Instructor and/or Faculty Field Instruction Liaison. Students will be notified in writing of the decision and number of reduced hours. Students may appeal this decision, as with any such decision, using University appeal procedures.

Students should take note of the fact that the stated course requirements for SOWK 399 is 160 clock hours in the spring semester of their junior year and for SOWK 490 and 499 are 240 clock hours per semester in their field agency (a total of 480 hours). While it is true that the minimum number of hours required by the Council on Social Work Education is a total of 400 hours, the expectation of the VSU Field Instruction Sequence require completion of 480 hours, plus 15 hours per semester (30 hours total) of concurrent class time.
When students, for reasons of weather, closings, or any other personal reasons, are unable to complete 240 hours plus the seminar hours within a given semester, they may seriously decrease their ability to satisfactorily complete all requirements of field. It is the VSU Social Work Program’s opinion that the more hours a student is able to put into field, the better prepared she or he will be for practice (see similar discussion under “Policy statement regarding hours in field placement” on page 48-49 of this manual. Therefore, when a student is granted permission to complete field with fewer than the number of required hours per semester (240), that student must give assurances that he or she will be able to satisfactorily complete all requirements of field within the reduced hours requested. While there is room for flexibility here and students may have a need to exercise that flexibility, it should not be done lightly. It is the student who will bear the burden of proof of his or her ability to fully satisfy all field requirements.
PREPARATION FOR FIELD INSTRUCTION
Field Instruction Goals and Competencies

The field instruction component of the students’ social work education, while paramount, cannot supply a student with all the knowledge, values, and skills outlined in the preceding definition. When the student enters the field, he/she should come to the senior year (Professional Level) with a great deal of the knowledge-values-skills triad already in place. A review of the curriculum sample track and course descriptions in the preceding section provides an understanding of the student’s knowledge acquired prior to, and concurrent with, the field instruction sequence. Note that courses in social welfare policy, race relations, psychology, social research, human behavior and the social environment, and social work practice have been completed prior to field instruction and advanced courses in social work practice run concurrently with field instruction courses.

The field experience is designed to be an overall learning experience integrating the already acquired knowledge, values, and skills in a “practice” setting to assure the continuing process of professional growth. Thus, the purpose of social work field instruction is to give the student an educationally directed experience that will refine the tools and skills needed to become a beginning social work practitioner in an actual agency setting under appropriate supervision.

Each field agency offers a unique opportunity for students to experience social work in all its many facets. Populations served will vary as will the make-up of the staff and types of services provided. Within this broad range of field learning certain types of experiences are made available to students in field instruction settings. These areas provide the student with sufficient opportunities that will expose them to all facets of the agency as well as create a structured learning experience to meet the BSW program’s goals and objectives/competencies.

In order to achieve this purpose, agency learning experiences have the following objective/competencies:

Knowledge of:

1. The nature of the field agency, the services it provides, its relationship to the community (urban, suburban, rural or mixed) and other agencies, and its network of resources.

2. The agency’s structure and policies including social welfare policies and issues as these relate to agency services and programs.
3. The client populations served by the agency, the physical/social environment in which they live, and the ways that some agency client populations are subject to discrimination, economic deprivation, or oppressive conditions.

4. Research methods and assessment tools used in the agency to serve client systems and evaluate agency services including those tools that are computer based.

5. Self-as-instrument (self-understanding and practice reflective of this understanding) and the knowledge necessary to assess one's/own strengths and weaknesses in service of client systems.

6. A framework for understanding social behavior in the agency and community environment that appreciates the bio-psychosocial-cultural-spiritual integrity of the person, the embedment of persons in various social systems, and the influence of global and international processes.

**Values that Develop and Enhance:**

1. Awareness of and commitment to operate within the Social Work Code of Ethics.

2. Understanding of and commitment to the values of the inherent worth and dignity of the person.

3. Understanding of and commitment to the value of social and economic justice for all societal members including identification with social work’s historical advocacy for oppressed populations and a sense of professional and personal responsibility to address continuously social and economic injustices.

4. Understanding of and commitment to the principle of the client system right to self-determination.

5. Understanding of and commitment to the protection of client system privacy and confidentiality.

6. Understanding of human diversity (i.e., knowledge of the various ethnic, cultural, religious orientations, and other membership patterns that occur in the family, group, and community) and the commitment to work effectively with others who represent that diversity.

7. Professionalism and professional comportment with an awareness and understanding of the need for continual professional development across a career including appreciation for feedback (supportive or critical) from colleagues and supervisors.
8. Understanding of and commitment to the Afrocentric and strengths perspectives that emphasizes client system potentials rather than deficits and on the possibilities for positive client change.

**Skills that Include:**

1. The ability to seek out, listen to, and take benefit from *supervision* from a Field Instructor.

2. Skill in *written communication* including records, summaries, service plans, client system observations, the use of computer-based word processing software, etc.

3. Facility in *oral communication* with client systems of various sizes, with their collaterals, and with colleagues.

4. Skill in *gathering information* from client and agency systems of various sizes, including information stored in computerized databases.

5. The ability to utilize a *social work planned change process*, specifically, to engage client systems, collect data, make assessments, contract, help client systems identify and clarify areas for work, develop intervention plans, terminate, and evaluate outcomes.

6. The ability to develop and maintain professional, helping *relationships* with various size client systems.

7. Facility to act to eliminate race, class, gender and other *prejudices* in self and others and to support activities emphasizing each person’s distinctiveness and right to fair treatment.

8. The ability to develop and maintain effective *working relationships* with staff and other members of the agency.

9. The ability to *link clients* with appropriate community resources and support networks.

10. The capacity for appropriate use in practice of the stages of the social work planned change process (such as preparing, beginning and ending).

11. The ability to *manage time* and handle work responsibilities and workload in an effective manner.

12. The ability to *operate within the bounds* of agency rules and regulations.

13. The ability to *think critically and scientifically* in relationship to all aspects of professional practice including assessment, intervention, effectiveness evaluation, use of self, policy analysis, and team collaboration.
In addition to these objectives, each student is expected to develop more personalized objectives for each semester of placement. These will be developed jointly with the Field Instructor and approved by the Field Instruction Coordinator/Liaison.

Field Placement Procedures

Preparation for Internship

SOWK 370 – Generalist Practice (Micro) I: Individuals (Fall Semester – Junior Year)

This course presents the ecological model, the strength-based, planned change process, intergenerational, and cultural considerations as an approach underlying all areas of social work practice. The laboratory section of this course consist of experientially oriented work, providing students with an arena for the development of social work problem solving skills through the use of in-class role plays, video-recorded role plays, and both oral and written evaluation exercises. Students spend a minimum of two (2) hours a week practicing fundamental interpersonal skills required for effective social work practice.

Pre-professional Level Social Work Practice – SOWK 399 – Field Instruction I w/Seminar (Spring Semester – Junior Year)

Field Instruction I - is a three-semester course that is designed to provide an educational practicum for the student through supervised experience at an approved social service agency. This internship experience is designed to include a basic introduction to social work practice and an opportunity to develop some of the student’s individualized interests. This course builds on and assists in the integration of all fundamental courses required for social work majors as well as the broader liberal arts perspective. In addition, internship gives the students the opportunity to begin practicing and integrating the social work knowledge, values and skills obtained in the classroom in an agency setting.

Field integrating seminar is a component of Field Placement I and is designed to provide a peer support and learning vehicle for achieving the objectives of Field Instruction I. In addition to the hours spent at the agency, a field seminar is held once weekly for the purposes of integrating theoretical and experiential information, processing personal experiences, providing assignments
relevant to agency work, discussing the nature of agency services, and reviewing student goals and objectives.

**Application Process for Field Instruction**

Application for field instruction must be made through the BSW Program Director of Field Education and must be received by the eight week of the fall or spring semester prior to the one in which field placement is to begin. Application must be made separately for Junior Field Instruction (SOWK 399) and Senior Field Instruction (SOWK 490-499). Application forms (See Appendix III-N) are available from the Social Work Program first (1st) Floor in Trinkle Hall. If two consecutive agency interviews result in the student not being accepted for placement, no further placement will be attempted until the student and his/her advisor meets with the Director of Field Instruction to determine appropriate alternatives.

Upon completion of the application, all applicants must schedule a time to meet with the Director of Field Education for an interview. Applicants must attach two copies of their resume with the application. The resume should provide information regarding their education, skills and social service experience (volunteer and paid). This resume will be submitted to potential internship agencies prior to the internship interview. Students can utilize any resume format desired. However, if the student has never constructed a resume before, some basic rules apply.

Resume should include:

1. Relevant post high school education
2. Social work related volunteer experience
3. Paid social work related experience
4. Listing of non-social work jobs along with dates can be useful to demonstrate reliability and industry.

The VSU Career Center can provide resume writing information that students may find quite useful. In addition, some students may wish to solicit feedback on the resume from social work faculty or a social work employer.

**Placement Interviews**
Applicants will be interviewed by the Director of Field Education, and if qualified, will be placed by the Director of Field Education in a cooperating agency. Every effort is made to respond to student preferences for placement when possible. However, the Director of Field Education will base the final decision for the placement upon the following criteria in the order listed:

1. Educational opportunity
2. Student preferences
3. Geographical location of the agency

To be accepted into internship (SOWK 490 & 499), a student needs to meet the following minimum criterion:

1. Junior or Senior status
2. Accepted as a Social Work major – Probationary status (refer to VSU undergraduate catalog – Social Work major application procedure) must be removed prior to 400 level coursework
3. Received a “C+” (2.5) or higher in the pre-social work courses: SOWK, SOWK 260 and STAT 210
4. Overall GPA of 2.5 or higher in each 300 level course, and GPA in the required Social Work curriculum of 2.5
5. A positive endorsement for practice from the SOWK 370 instructor;
6. Completed application form with personal statement and references
7. In addition, the student must possess the basic skills and emotional maturity necessary for working with clients and staff in an internship site. If the faculty field coordinator/liaison has concerns about the suitability of a prospective intern, the Director of Field Education will discuss these concerns with the prospective intern and develop a plan for addressing these concerns.

**PLEASE NOTE:** Students meeting these pre-requisites must submit an Application for Field Instruction (see Appendix III-N) and a current resume to the Director of Field Education prior to the last day for dropping a class or withdrawing from the University without penalty of failing grade (see VSU undergraduate catalog) of the regular semester (fall and spring semester of the student’s junior year) preceding placement.
Requirements of SOWK 399, 490 & 499 – Please refer to course syllabi for details of course requirements.

Attendance

1. **Hours:** Students will keep weekly time sheets (*See Appendix III-U*) which will be signed by the Field Instructor and turned in to the Field Instruction Coordinator/Liaison each week (usually at the seminar). A total of 160 hours in the spring semester of the student’s junior year is required, and a total of 240 hours per semester (fall & spring 480 total hours) is required in the senior year. Additionally, additional hours (one hour each week – 15 hours per semester) are completed through attendance at field seminar meetings offered by the Field Coordinator/Liaison on campus.

2. **Seminar:** The field seminar meets weekly on campus for 1-2 hours for SOWK 399, 490 and 499 respectively and serves to help integrate theoretical and field learning, provide peer consultation, pursue mutual problems and/or learning experiences, and take up topics of professional interest. While certain topics and themes will usually be pursued, the seminar’s content will vary. Attendance at the seminar is required part of SOWK 399, 490 & 499.

3. Students are to notify the field instructor when they must be absent because of illness or other reasons; if the absence is expected to last more than one week, they must also notify the faculty field liaison.

4. All absences except for official University holidays and required meetings arranged for by the Social Work Program, are to be made up in a manner mutually agreed to by the student, the field instructor, and the faculty liaison.

5. Absences due to observance of religious holidays, attendance at professional meetings, or participation in professional conferences may be excused with the approval of the field instructor and the faculty field liaison.

6. **Vacations:** Prior to lengthy semester breaks (more than two weeks), students are expected to assess carefully their agency assignments (specifically related to clients and/or special projects) with their field instructors to determine if and how frequently, during their vacation time, they will need to be at the agency to meet on-going professional responsibilities. This assessment, and the resultant schedule designed to meet these responsibilities, will become part of their learning/working contract and will be shared with the faculty field liaison.

7. Some overtime in field instruction is to be expected. This time may not be accumulated for use as leave time, vacation time, or to end the field placement early. However, if the overtime becomes excessive students should discuss the matter with their field instructor and, if necessary, with their field liaison.
**Written Work**

1. The Field Education Department requires students to develop a learning contract with their field instructor within the first few weeks of the semester (*See Appendix III-W*). This contract will be modified as learning goals develop during the field practicum. A copy of the contract is to be given to the faculty field liaison.

2. Students are required to complete a minimum of two (2) process recordings per semester. Process recordings are in *Appendices III-Z*.

3. Students are to prepare written agendas (*see Appendix III-X*) in preparation for their weekly field instruction conferences.

4. Students will be expected to show some of their written work to their field liaison in preparation for each scheduled liaison visit.

5. Other written work may be required by the field instructor and/or the field liaison.

**Grading**

1. The faculty field liaison, in consultation with the field instructor, is responsible for assigning the student’s grade for the field instruction course.

2. Grades for field instruction are based on:

   a) An evaluation form completed by the field instructor reflecting the student’s attainment of field instruction competencies, including the student’s demonstrated level of knowledge and skills in social work practice;

   b) Faculty field liaison’s assessment, from process recordings and other materials submitted by the student, of the student’s progress and current level of social work practice knowledge and skill;

   c) Conferences between the faculty field liaison, the field instructor and the student, which are to evaluate the student’s current level of social work practice knowledge and skill, as well as the student’s ability to engage in a discussion of his/her work and his/her professional development.

3. The following grades are used for BSW field instruction courses:

   - **A (5) = EXCEPTIONAL**  
     Student’s performance consistently exceeds the usual Expectations and is outstanding in a number of areas.

   - **B (4) = VERY GOOD**  
     Student’s performance is consistently above average in most areas.

   - **C (3) = SATISFACTORY**  
     Student consistently performs at an acceptable level in all areas.
D (2) = MARGINAL  
Student’s performance is below acceptable levels in specific areas. This is not a passing grade and the course must be repeated. Approval to repeat must be obtained from the student’s advisor, the Director of Field Education and the BSW Program Director.

F (1) = FAILURE  
Student has not demonstrated the level of social work practice knowledge, values and skills appropriate for the field instruction course. Students should discuss the advisability of their continuance in the program with their advisor. Approval to repeat the course must be obtained from the student’s advisor, the Director of Field Education and the BSW Program Director.

I (0) = n/a – INCOMPLETE  
The grade of incomplete (I) presupposes that the student is doing passing work in the field instruction course, but because of illnesses or another emergency situation which is beyond the student’s control, is unable to complete all course requirements by end of the semester.

The grade of incomplete (I) many not be given to allow the student to do additional work in order to meet field instruction course requirements more adequately.

The grade of Incomplete (I) requires an agreement in writing between the field instructor, the field faculty liaison, and the student about how the field instruction requirements will be met and in what time frame. An incomplete Grade Form must be completed and filed with the BSW Program Director.

If all requirements necessary for removal of the grade of Incomplete (I) are not satisfactorily met by the last day of field instruction in the academic semester following the academic session in which the Incomplete (I) was incurred, the Incomplete (I) will be changed automatically to a grade of Fail (F).

W = WITHDRAW  
The grade of Withdrawn (W) indicates that the student has officially withdrawn from the field instruction course after the first week and before the end of the eight week of the semester. No student who has officially withdrawn from the field instruction course may continue in the field instruction placement.
Withdrawal from Field Instruction:

1. Students may not withdraw from a field instruction course without prior consultation with and approval from their faculty field liaison and their advisor.

2. Consultation must include the development of an alternate plan for completion of the course which meets the requirements of the curriculum.

3. The reason for withdrawal and the plan for completion of the course must be submitted at the time of withdrawal and in writing, to the Director of Field Education, The Director of the BSW Program, and the Program Chair. The Liaison’s signature is required to indicate approval of the plan.

4. A student who has withdrawn from field (prior to University Withdrawal date) for reasons related to documented poor performance will be re-placed only one time. If he/she withdraws again for reasons related to documented poor performance in the second placement he/she will not be placed again until the Program, through the Program Chairs office, provides an opportunity for the student, the student’s advisor, the BSW Program Director, and the Director of Field Education to meet and review the students program and performance. The purpose of this meeting is to provide educational counseling and make recommendations. These recommendations may include (but are not limited to): rearrangement of student’s program to complete field instruction at a later time; having the student seek additional experiences outside of the University to address identified areas of weakness; providing one additional field placement opportunity.

NOTE: UNIVERSITY POLICIES (see University Handbook) REGARDING ADMINISTRATIVE WITHDRAWAL WITHOUT PENALTY (W) INCOMPLETE (I), OR GRADE APPEAL APPLY TO THE FIELD INSTRUCTION COURSES (See below for exception).

Removal of a Student from the Field Agency

1. A request for the consideration of removal may be initiated by the field instructor, the agency executive, the faculty liaison, or the student. In all cases, a written statement, which documents the issues and/or concerns, is to be prepared by the person initiating the action.

   a. At the request of the agency, the field instructor or the faculty liaison:

      1) A student may be removed from the field placement agency for documented unprofessional conduct or for demonstrable lack of progress in attaining instruction learning objectives.

      2) The following steps are to be taken:
a) The student will be apprised, orally or in writing, of the specific nature of the concern(s) about his/her behavior, progress in learning, or performance.

b) The initiating the request will communicate his/her concern regarding the student to the others involved (e.g. field instructor, liaison, etc.). The faculty liaison will alert the Director of Field Education

c) In an effort to arrive at a resolution of the situation, a meeting will be held with, at a minimum, the student, the field instructor, and the faculty liaison. The student’s advisor and the Director of Field Instruction will be informed and may be included as appropriate. The purpose of this meeting is to ascertain the facts and give all parties involved an opportunity to raise their concerns, and explore possibilities for resolution of the problem. The possibilities include:

   i. Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient.

   ii. Removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.

   iii. Removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.

   d) In the event the situation is not resolved as a result of this meeting, the matter will be referred to the Director of Field Instruction.

   e) Steps “b” to “d” should be completed in a period not to exceed three weeks.

b. Serious obstacles to the student’s learning in the agency may be addressed through a request for removal by the student. The following steps are to be taken

1) The student will discuss the situation with the field instructor.

2) If the issue remains unresolved, the student will consult the faculty liaison to discuss the issues and the rationale for the request to be placed elsewhere. The Director of Field Instruction will be informed.

3) If, after such a discussion, the matter is not resolved, the faculty liaison will convene a meeting of the student, the field instructor, the Director and the student’s advisor. The purpose of such a meeting would be to ascertain the
facts; to give all parties involved an opportunity to voice their concerns, and to serve as a basis for decisions.

4) The Director of Field Instruction, in consultation with the Program Director and with the student and faculty liaison, will then proceed to make a decision in this matter. The possibilities include:

a) Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient.

b) Removal from the agency, documented cause, resulting in a Failing grade.

c) Removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.

5) Steps “b” to “d” should be completed in a period not to exceed three weeks.

2. If, as a result of these procedures, a student is removed from the field agency for documented unprofessional conduct or demonstrable failure to progress in attaining field instruction objectives, a grade of **Fail (F)** will be assigned for the course.

**Evaluation of the Students Performance.**

1. Evaluation of the student’s performance in the placement agency by the field instructor is to be an on-going process through which the student receives **continual assessment** of his or her performance.

   a. Performance expectations are stated as course competencies in BSW Field Instruction course syllabi.

   b. It is suggested that these competencies be consulted by the field instructor and the student as the basis for formulating the teaching/learning contract between them.

2. At mid-semester, there is to be a planned conference between the student and the field Instructor devoted to an assessment of the student’s assessment of the student’s performance.

   a. The evaluation form, provided by the Field Instruction Department at the time of placement, will be used as the basis for this assessment of the student’s performance.

   b. **It is imperative that the field instructor notify the faculty field liaison immediately if there is any indication that the student performance is less than satisfactory at mid-semester addition:**

      1) The field instructor is to prepare a written statement for the student with a copy sent to the faculty field liaison. This statement should clearly identify
the specific areas that must be improved in order for the student satisfactorily meet field instruction objectives.

2) The faculty field liaison shall inform the student’s faculty advisor of the situation, and be available to work with the student and the field instructor to assist them in arriving at a satisfactory resolution of the problem(s). Resolution may include termination of the student’s placement.

3. If a student’s performance is evaluated by the field instructor or less than satisfactory at any point after mid-semester and prior to the end of the semester, the field instructor shall notify the faculty field liaison immediately and follow the steps outlined in b.1 above.

4. A final conference, between the field instructor and the student, is to be held prior to the end of the semester to evaluate the student’s field instruction performance. The student is expected to participate actively in the evaluation conference and may be asked to prepare a self-assessment of his or her performance.

5. **A formal, written evaluation by the field instructor is required one week prior to the end of each semester of BSW Field Instruction.**

   a. The student **must read** the written evaluation and **must sign it** to indicate that he or she has read it, **prior to** giving it to the faculty field liaison for review and final grading.

   b. If the student disagrees with any part of the evaluation, he or she may attach a signed addendum noting the areas of disagreement. Undergraduate Grade Appeal Procedures apply to Field Instruction courses (See VSU Undergraduate Catalog 2008-2010).

   c. The field instructor **must also sign** the evaluation prior to giving it to the faculty field liaison for review and grading.

**Evaluation of Placement Agencies, Field Instructors and Faculty Field Liaison**

1. At the end of each placement, forms are distributed by the Field Instruction Department of the Social Work Program to evaluate placement agencies, field instructors, and faculty field liaisons.

   a. Students receive forms to evaluate the placement agency, the field instructor, and the faculty field liaison (*See Appendices IV-CC, DD & EE.*)

   b. Field instructors receive a form to evaluate the faculty field liaison (*see Appendix III-FF*)

   c. Faculty field liaisons receive forms to evaluate the placement agency and the field instructor (*See Appendix II-J*)
2. All evaluation forms are returned directly to the Director of Field Education and constitute the primary data used in subsequent planning and placement decisions.
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<th>JANUARY</th>
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<td>Sunday 8</td>
<td>Residence Halls Open at 8:00 A.M. for New Students</td>
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<td>Monday 9</td>
<td>University Conference and Faculty Planning Workshops</td>
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<td>Monday 9</td>
<td>Residence Halls Open at 8:00 A.M. for Continuing Students</td>
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<tr>
<td>Tuesday-Wednesday 10-11</td>
<td>Undergraduate School/Graduate School/Continuing Education Registration</td>
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<tr>
<td>Thursday 12</td>
<td>University Classes Begin</td>
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<td>Thursday</td>
<td>Term I, Off-Campus Eight Week Classes Begin</td>
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<tr>
<td>Monday 16</td>
<td>MARTINS LUTHER KING, JR. HOLIDAY (University Closed)</td>
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<td>Tuesday 17</td>
<td>Late Validation Begins (Late Fee in Effect)</td>
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<td>Friday 20</td>
<td>Last Day to Add/Drop a course (All Classes)</td>
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<td>Friday 20</td>
<td>Late Validation Ends</td>
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<th>FEBRUARY</th>
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<tr>
<td>Wednesday 8</td>
<td>ASSESSMENT DAY (All Undergraduate Classes are cancelled)</td>
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<td>Friday 10</td>
<td>Last Day to File an Application for Spring Commencement (Application must be filed in the Office of the Registrar)</td>
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<td>Friday 10</td>
<td>Term I, Last Day to Withdraw Eight Week Classes at Fort Lee (Grade of W will be recorded)</td>
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<th>MARCH</th>
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<tr>
<td>Monday 5</td>
<td>Advisory Examinations Begin</td>
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<td>Tuesday 6</td>
<td>FOUNDER’S DAY</td>
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<td>Friday 9</td>
<td>Term I, Off-Campus Eight Week Classes End</td>
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<td>Saturday 10</td>
<td>Advisory Examinations End</td>
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<td>Sunday-Sunday 11-18</td>
<td>SPRING BREAK (No Spring Break for Eight Week Classes)</td>
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<td>Monday 12</td>
<td>Term II, Off-Campus Eight Week Classes Begin</td>
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<td>Monday 19</td>
<td>Curriculum Sheet Update/Schedule Planning/Course Scheduling</td>
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<tr>
<td>Monday 19</td>
<td>Registration Begins for Fall Semester, 2012</td>
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<tr>
<td>Friday 23</td>
<td>Term II, Last Day to Add Courses-Eight Week Classes</td>
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<td>Friday 23</td>
<td>Advisory Grades are due in System by Faculty - (5:00 P.M.)</td>
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<td>Friday 6</td>
<td>Last Day to Withdraw from On-Campus Classes (Grade of W will be recorded)</td>
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<td>Monday 9</td>
<td>Academic Honors Exercise (7:00 P.M.)</td>
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<td>Monday-Friday 9-13</td>
<td>Honors Week Activities</td>
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<td>Friday 13</td>
<td>Registration Ends for Fall Semester, 2012</td>
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<td>Friday 13</td>
<td>Term II, Last Day to Withdraw from Classes at Fort Lee (Grade of W will be recorded)</td>
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<td>Friday 27</td>
<td>University Classes End</td>
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<td>Monday 30</td>
<td>University Reading Day</td>
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<td>Tuesday 1</td>
<td>Final Examinations Begin</td>
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<td>Friday 4</td>
<td>Final Examinations End</td>
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<td>Friday 4</td>
<td>Term II, Off-Campus Eight Week Classes End at Fort Lee</td>
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<td>Monday 7</td>
<td>Senior Grades are due in System - (9:00 A.M.)</td>
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<td>Tuesday 8</td>
<td>Semester Grades are due in System - (5:00 P.M.)</td>
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<td>Friday-Sunday 11-13</td>
<td>Commencement Activities</td>
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<td>Saturday 12</td>
<td>ROTC Commissioning Exercises</td>
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<td>Saturday 12</td>
<td>Nurses Pinning Ceremony</td>
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<tr>
<td>Sunday 13</td>
<td>COMMENCEMENT EXERCISES (9:00 A.M.)</td>
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**SUMMER SESSIONS, 2012**

**MAY**
- **Monday 14**  Registration for All Summer Sessions
- **Tuesday 15**  Session I On-Campus Classes Begins (4½ Weeks)
- **Tuesday 15**  Off-Campus Eight-Week Classes Begin at Fort Lee
- **Tuesday 15**  Ed. D. Classes Begin (5 Weeks)
- **Wednesday 16**  Late Registration
- **Wednesday 16**  Last Day to Add Classes - Session I
- **Wednesday 16**  Last Day to Add Off-Campus Classes at Fort Lee
- **Friday 18**  Last Day to Withdraw from Session I Classes (4½ Weeks) (Grade of W will be recorded)
- **Monday 28**  MEMORIAL DAY (No Classes)

**JUNE**
- **Wednesday 13**  Session I Ends (4½ Weeks)
- **Thursday 14**  Final Examination Period Session I
- **Friday 15**  Registration All Sessions
- **Saturday 16**  Session I - Ed. D. Classes End (5 Weeks)
- **Monday 18**  Session II On-Campus Classes – Begin (4½ Weeks)
- **Monday 18**  Session II - Ed. D. Classes Begin (5 Weeks)
- **Monday 18**  Late Registration for Session II
- **Tuesday 19**  Last Day to Add/Drop Classes – All Session II Courses
- **Tuesday 19**  Session I grades are due in System (5:00 P.M.)
- **Wednesday 20**  Last Day to Withdraw from Off-Campus Classes at Fort Lee (Grade of W will be recorded)

**JULY**
- **Wednesday 4**  INDEPENDENCE DAY (University Closed)
- **Friday 6**  Off-Campus Classes End at Fort Lee
- **Wednesday 18**  Session II - 4½ Weeks Classes End
- **Thursday 19**  Final Examination Period Session II - 4½ Weeks
- **Saturday 21**  Session II - Ed. D. Classes End (5 Weeks)
- **Tuesday 24**  Session II grades are due in System (12:00 NOON)

**FALL SEMESTER, 2012**

**AUGUST**
- **Saturday 11**  Residence Halls Open at 8:00 A.M. for New Students
- **Sunday 12**  Residence Halls Open at 8:00 A.M. for New Students
- **Monday 13**  University Conference and Faculty Workshops
- **Monday 13**  Residence Halls Open at 8:00 A.M. for Continuing Students
- **Monday-Wednesday 13-15**  Undergraduate, Graduate School and Continuing Education Registration
- **Thursday 16**  University Classes Begin
- **Thursday 16**  Term I, Off-Campus Eight Week Classes at Fort Lee Begin
- **Thursday 16**  Late Validation Begins (Late fee is in effect)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 24</td>
<td>Last Day to Add/Drop Courses (All Classes)</td>
</tr>
<tr>
<td>Friday 24</td>
<td>Late Validation Ends</td>
</tr>
<tr>
<td><strong>SEPTEMBER</strong></td>
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<tr>
<td>Monday 3</td>
<td>LABOR DAY HOLIDAY (University Closed)</td>
</tr>
<tr>
<td>Monday 10</td>
<td>Formal Opening Convocation</td>
</tr>
<tr>
<td>Friday 21</td>
<td>Term I, Last Day to Withdraw from Classes at Fort Lee (Grade of W will be recorded)</td>
</tr>
<tr>
<td>Friday 21</td>
<td>Last Day to file an Application for Winter Commencement (Applications must be filed in the Office of the Registrar)</td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
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</tr>
<tr>
<td>Monday 1</td>
<td>Advisory Examinations Begin</td>
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<tr>
<td>Thursday 4</td>
<td>CAREER DAY</td>
</tr>
<tr>
<td>Saturday</td>
<td>Advisory Examinations End</td>
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<tr>
<td><strong>Monday-Tuesday</strong> 8-9</td>
<td>FALL BREAK (No Fall Break for Eight Week Classes)</td>
</tr>
<tr>
<td>Friday 12</td>
<td>Term I, Off-Campus Eight Week Classes End at Fort Lee</td>
</tr>
<tr>
<td>Friday 12</td>
<td>Advisory Grades are due in System by Faculty - (5:00 P.M.)</td>
</tr>
<tr>
<td>Monday 15</td>
<td>Term II, Off-Campus Eight Week Classes Begin at Fort Lee</td>
</tr>
<tr>
<td>Monday 15</td>
<td>Curriculum Sheet Update/Schedule Planning/Course Scheduling</td>
</tr>
<tr>
<td>Monday 15</td>
<td>Registration Begins for Spring Semester, 2013</td>
</tr>
<tr>
<td>Friday 26</td>
<td>Term II, Last Day to Add Classes at Fort Lee</td>
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<tr>
<td><strong>NOVEMBER</strong></td>
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<tr>
<td>Friday 16</td>
<td>Last Day to Withdraw from Classes for On-Campus students (Grade of W will be recorded)</td>
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<tr>
<td>Friday 16</td>
<td>Registration Ends for Spring Semester, 2013</td>
</tr>
<tr>
<td>Wednesday 21</td>
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<tr>
<td>Thursday-Sunday 22-25</td>
<td>THANKSGIVING HOLIDAYS (University Closed)</td>
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<tr>
<td>Friday 30</td>
<td>University Classes End</td>
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<tr>
<td><strong>DECEMBER</strong></td>
<td></td>
</tr>
<tr>
<td>Monday 3</td>
<td>Reading Day</td>
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<tr>
<td>Tuesday 4</td>
<td>Final Examinations Begin</td>
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<tr>
<td>Thursday 11</td>
<td>Late Registration Ends</td>
</tr>
<tr>
<td>Friday 28</td>
<td>University Classes End</td>
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<tr>
<td>Friday 28</td>
<td>Final Examinations</td>
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<tr>
<td><strong>WINTER SESSION, 2012</strong></td>
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</tr>
<tr>
<td>Monday 3</td>
<td>Registration</td>
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<tr>
<td>Tuesday 11</td>
<td>Classes Begin</td>
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<tr>
<td>Friday 28</td>
<td>University Classes End</td>
</tr>
<tr>
<td>Friday 28</td>
<td>Final Examinations</td>
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81
# SPRING SEMESTER, 2013

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>6</th>
<th>Residence Halls Open at 8:00 A.M. for New Students</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>7</td>
<td>University Conference and Faculty Meetings</td>
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<td>Monday</td>
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<td>Residence Halls Open at 8:00 A.M. for Continuing Students</td>
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<tr>
<td>Tuesday-Wednesday</td>
<td>8-9</td>
<td>Undergraduate, Graduate School and Continuing Education Registration</td>
</tr>
<tr>
<td>Thursday</td>
<td>10</td>
<td>University Classes Begin</td>
</tr>
<tr>
<td>Thursday</td>
<td>10</td>
<td>Term I, Off-Campus Eight Week Classes Begin at Fort Lee</td>
</tr>
<tr>
<td>Thursday</td>
<td>10</td>
<td>Late Validation Begins <strong>(Late fee in Effect)</strong></td>
</tr>
<tr>
<td>Friday</td>
<td>18</td>
<td>Late Validation Ends</td>
</tr>
<tr>
<td>Friday</td>
<td>18</td>
<td>Last Day to Add/Drop a Course (All Classes)</td>
</tr>
<tr>
<td>Monday</td>
<td>21</td>
<td>DR. MARTIN LUTHER KING, JR. HOLIDAY (University Closed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEBRUARY</th>
<th>13</th>
<th>ASSESSMENT DAY (All undergraduate Classes Cancelled)</th>
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</thead>
<tbody>
<tr>
<td>Friday</td>
<td>15</td>
<td>Last Day to file an Application for Spring Commencement (Applications must be filed in the Office of the Registrar)</td>
</tr>
<tr>
<td>Friday</td>
<td>15</td>
<td>Term I, Last Day to Withdraw from Classes at Fort Lee (Grade of W will be recorded)</td>
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<tr>
<td>Friday</td>
<td>22-24</td>
<td>Family Weekend</td>
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<table>
<thead>
<tr>
<th>MARCH</th>
<th>1</th>
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<tbody>
<tr>
<td>Saturday</td>
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<td>Advisory Examinations End</td>
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<tr>
<td>Sunday-Sunday</td>
<td>3-10</td>
<td><strong>SPRING BREAK (No Spring Break for Eight Week Classes)</strong></td>
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<td>Wednesday</td>
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<td>FOUNDER’S DAY</td>
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<tr>
<td>Monday</td>
<td>11</td>
<td>Term II, Off-Campus Eight Week Classes Begin at Fort Lee</td>
</tr>
<tr>
<td>Monday</td>
<td>11</td>
<td>Registration for Fall Semester, 2013 Begins</td>
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<tr>
<td>Monday</td>
<td>11</td>
<td>Curriculum Sheet Update/Schedule Planning/Course Scheduling</td>
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<tr>
<td>Friday</td>
<td>15</td>
<td>Advisory Grades are due in System by Faculty - (5:00 P.M.)</td>
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<tr>
<td>Friday</td>
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<td>Term II, Last Day to Add/Drop a Course at Fort Lee</td>
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<tr>
<th>APRIL</th>
<th>1</th>
<th>Academic Honors Exercise</th>
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<tr>
<td>Monday</td>
<td>1-5</td>
<td>Honors Week Activities</td>
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<tr>
<td>Friday</td>
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<td>Last Day to Withdraw from Classes for On-Campus students (Grade of W will be recorded)</td>
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<tr>
<td>Friday</td>
<td>19</td>
<td>Registration for Fall Semester Ends</td>
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<tr>
<td>Friday</td>
<td>19</td>
<td>Term II, Last Day to Withdraw from Classes at Fort Lee (Grade of W will be registered)</td>
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<tr>
<td>Friday</td>
<td>26</td>
<td>University Classes End</td>
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<tr>
<td>Monday</td>
<td>29</td>
<td>University Reading Day</td>
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<tr>
<td>Tuesday</td>
<td>30</td>
<td>Final Examinations Begin</td>
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<table>
<thead>
<tr>
<th>MAY</th>
<th>3</th>
<th>Final Examinations End</th>
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<tbody>
<tr>
<td>Friday</td>
<td>3</td>
<td>Term II, Off-Campus Eight Week Classes End at Fort Lee</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Friday 3</td>
<td>Senior Grades are due in System (9:00 A.M.)</td>
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<tr>
<td>Wednesday 8</td>
<td>Semester Grade Rosters are due in System by Faculty – (5:00 P.M.)</td>
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<tr>
<td>Friday-Sunday 10-12</td>
<td>Commencement Activities</td>
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<tr>
<td>Saturday 11</td>
<td>ROTC Commissioning Exercises</td>
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<td>Saturday 11</td>
<td>Nurses Pinning Ceremony</td>
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<td>Sunday 12</td>
<td>COMMENCEMENT EXERCISES (9:00 A.M.)</td>
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<td></td>
<td><strong>SUMMER SESSIONS, 2013</strong></td>
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<tr>
<td>MAY</td>
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<tr>
<td>Monday 20</td>
<td>Registration for All Summer Sessions</td>
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<tr>
<td>Tuesday 21</td>
<td>Late Registration Begins</td>
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<tr>
<td>Tuesday 21</td>
<td>Session I Classes Begin for On-Campus Students (4 ½ Weeks)</td>
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<tr>
<td>Tuesday 21</td>
<td>Off-Campus Nine Week Classes Begin at Fort Lee</td>
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<td>Tuesday 21</td>
<td>Ed. D Classes Begin (5 Weeks)</td>
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<td>Wednesday 22</td>
<td>Last Day to Add Classes for Session I</td>
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<tr>
<td>Wednesday 22</td>
<td>Last Day to Add Off-Campus Classes at Fort Lee</td>
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<td>Friday 24</td>
<td>Last Day to Withdraw from Session I On-Campus Classes (Grade will be recorded as W)</td>
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<tr>
<td>Friday 24</td>
<td>Last Day to Withdraw from Off-Campus Classes at Fort Lee (Grade of W will be recorded)</td>
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<tr>
<td>Monday 27</td>
<td>MEMORIAL DAY (University Closed)</td>
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<tr>
<td>JUNE</td>
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<tr>
<td>Tuesday 18</td>
<td>Session I Classes End (4 ½ Weeks)</td>
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<tr>
<td>Wednesday 19</td>
<td>Final Examinations for Session I (4 ½ Weeks)</td>
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<tr>
<td>Saturday 22</td>
<td>Session I-Ed. D Classes End (5 Weeks)</td>
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<tr>
<td>Monday 24</td>
<td>Registration for All Session II Sections</td>
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<tr>
<td>Tuesday 25</td>
<td>Session II Classes Begin for On-Campus Students (4 ½ Weeks)</td>
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<tr>
<td>Tuesday 25</td>
<td>Section II-Ed. D Classes Begin (5 Weeks)</td>
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<td>Tuesday 25</td>
<td>Late Registration for Session II</td>
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<td>Tuesday 25</td>
<td>Last Day to Add/Drop Classes for Session II</td>
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<td>Session I grades are due in system by Faculty (5:00 P.M.)</td>
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<tr>
<td>Friday 28</td>
<td>Last Day to Withdraw from Session II Classes (Grade of W will be recorded)</td>
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<tr>
<td>JULY</td>
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<tr>
<td>Thursday 4</td>
<td>INDEPENDENCE DAY (University Closed)</td>
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<tr>
<td>Tuesday 23</td>
<td>Session II Classes End (4 ½ Weeks)</td>
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<tr>
<td>Wednesday 24</td>
<td>Off-Campus Eight Week Classes End at Fort Lee</td>
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<tr>
<td>Wednesday 24</td>
<td>Final Examination for Session II Classes (4 ½ Weeks)</td>
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<tr>
<td>Saturday 27</td>
<td>Summer II- Ed.D Classes End (5 Weeks)</td>
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<tr>
<td>Tuesday 30</td>
<td>Session II-All sessions grades are due in the system (12:00 Noon)</td>
<td></td>
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<tr>
<td>AUGUST</td>
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<tr>
<td>Saturday 17</td>
<td>Residence Halls Open at 8:00 A.M. for New Students</td>
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<tr>
<td>Sunday 18</td>
<td>Residence Halls Open at 8:00 A.M. for New Students</td>
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<tr>
<td>Monday 19</td>
<td>University Conference and Faculty Planning Workshop</td>
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<tr>
<td>Monday-Friday 19-23</td>
<td>Undergraduate School/Graduate School/Continuing Education</td>
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</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
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<tr>
<td>Tuesday 20</td>
<td>Residence Halls Open at 8:00 A.M. for Continuing Students</td>
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<tr>
<td>Tuesday 20</td>
<td>Faculty Planning Day</td>
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<tr>
<td>Thursday 22</td>
<td>University Classes Begin</td>
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<td>Thursday 22</td>
<td>Late Validation Begins (Late fee is in effect)</td>
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<td>Thursday 22</td>
<td>Term I, Off-Campus Eight Week Classes Begin</td>
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<tr>
<td>Friday 30</td>
<td>Late Validation Ends</td>
<td></td>
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<tr>
<td>Friday 30</td>
<td>Last Day to Add/Drop Courses</td>
<td></td>
</tr>
</tbody>
</table>

**SEPTEMBER**

| Monday 2 | LABOR DAY HOLIDAY (University Closed) |       |
| Monday 9 | Formal Opening Convocation (7:00 p.m.) |       |
| Friday 20 | Last Day to file an Application for Winter Commencement (Applications must be filed in the Office of the Registrar) |       |
| Friday 27 | Last Day to Withdraw from Eight Week Classes at Fort Lee (Grade of W will be recorded) |       |
| Monday 30 | Advisory Examinations Begin |       |

**OCTOBER**

| Thursday 3 | CAREER DAY |       |
| Friday 4   | Term I, Off-Campus Eight Week Classes End at Fort Lee |       |
| Saturday 5 | Advisory Examinations End |       |
| Monday 7   | Term II, Off-Campus Eight Week Classes Begin at Fort Lee |       |
| **Monday-Tuesday 7-8** | FALL BREAK (No Fall Break Eight Week Classes) |       |
| Friday 11  | Advisory Grades are due in System by Faculty – (5:00 P.M.) |       |
| Friday 11  | Term II, Last Day to Add/Drop Courses – Eight Week Classes at Fort Lee |       |
| Monday 14  | Curriculum Sheet Update/Schedule Planning/Course Scheduling |       |
| Monday 14  | Registration Begins Spring Semester, 2014 |       |

**NOVEMBER**

| Friday 15 | Last Day to Withdraw from On-Campus Classes (Grade of W will be recorded) |       |
| Friday 15 | Registration Ends for Spring Semester, 2014 |       |
| Friday 15 | Last Day to Withdraw Term II, Eight Week Classes at Fort Lee (Grade of W will be recorded) |       |
| Wednesday 27 | No Classes |       |
| Thursday-Sunday 28-1 | HANKSGIVING HOLIDAYS (University Closed) |       |

**DECEMBER**

| Friday 6   | University Classes End |       |
| Monday 9   | University Reading Day |       |
| Tuesday 10 | Final Examinations Begin |       |
| Friday 13  | Final Examinations End |       |
| Friday 13  | Senior Grades are due in the System – (9:00 A.M.) |       |
| Saturday 14 | Term II, Off-Campus Eight Week Classes End |       |
| Wednesday 18 | Semester Grades are due in the System by Faculty – (5:00 P.M.) |       |
| Friday 19  | Commencement Activities |       |
| Saturday 21 | WINTER COMMENCEMENT – 10:00 A.M. |       |

WINTER SESSION 2013
DECEMBER
Monday  9  Registration
Monday  16  Classes Begin
Monday  16  Late Registration Ends
Monday  30  University Classes End
Tuesday  31  Final Examinations

SPRING SEMESTER, 2014

JANUARY
Sunday  5  Residence Halls Open at 8:00 A.M. for New Students
Monday  6  University Conference and Faculty Planning Workshops
Monday  6  Residence Halls Open at 8:00 A.M. for Continuing Students
Tuesday-Wednesday  7-8  Undergraduate School/Graduate School/Continuing Education Registration
Thursday  9  University Classes Begin
Thursday  9  Term I, Off-Campus Eight Week Classes Begin
Thursday  9  Late Validation Begins (Late Fee in Effect)
Friday  17  Last Day to Add/Drop a Course (All Classes)
Friday  17  Late Validation Ends
Monday  20  MARTIN LUTHER KING, JR. HOLIDAY (University Closed)

FEBRUARY
Friday  7  Last Day to file an Application for Spring Commencement (Applications must be filed in the Office of the Registrar)
Friday  7  Term I, Last Day to Withdraw Eight Week Classes at Fort Lee (Grade of W will be recorded)
Wednesday  12  ASSESSMENT DAY (All Undergraduate Classes are Cancelled)
Monday  24  Advisory Examinations Begin

MARCH
Saturday  1  Advisory Examinations End
Sunday-Sunday  2-9  SPRING BREAK (No Spring Break for Eight Week Classes)
Thursday  6  FOUNDER’S DAY
Friday  7  Term I, Off-Campus Eight Week Classes End
Monday  10  Term II, Off-Campus Eight Week Classes Begin
Monday  10  Curriculum Sheet Update/Schedule Planning/Course Scheduling
Monday  10  Registration Begins for Fall Semester, 2012
Friday  14  Term II, Last Day to Add Courses-Eight Week Classes
Friday  14  Advisory Grades are due in System by Faculty – (5:00 P.M.)

APRIL
Monday  7  Academic Honors Exercise (7:00 p.m.)
Monday-Friday  7-11  Honors Week Activities
Friday  4  Last Day to Withdraw from On-Campus Classes (Grade of W will be recorded)
Friday  4  Registration Ends for Fall Semester, 2012
Friday  4  Term II, Last Day to Withdraw from Classes at Fort Lee (Grade of W will be recorded)
Friday  25  University Classes Ends
### MAY

- **Monday, 28** University Reading Day
- **Tuesday, 29** Final Examinations Begin

**Friday, 2**
- Final Examinations End
- Term II, Off-Campus Eight Week Classes End at Fort Lee
- Senior Grades are due in System – (9:00 A.M.)

**Wednesday, 6**
- Semester Grades are due in System – (5:00 P.M.)

**Friday-Sunday, 9-11** Commencement Activities
- ROTC Commissioning Exercises
- Nurses Pinning Ceremony
- COMMENCEMENT EXERCISES (9:00 A.M.)

### SUMMER SESSIONS, 2014

**MAY**

- **Monday, 19** Registration for All Summer Sessions
- **Tuesday, 20** Session I On-Campus Classes Begins (4 ½ Weeks)
- **Tuesday, 20** Off-Campus Eight-Week Classes Begin at Fort Lee
- **Tuesday, 20** Ed. D. Classes Begin (5 Weeks)
- **Wednesday, 21** Late Registration
- **Wednesday, 21** Last Day to Add Classes – Session I
- **Wednesday, 21** Last Day to Add Off-Campus Classes at Fort Lee
- **Friday, 23** Last Day to Withdraw from Session I Classes (4 ½ Weeks)
  - Grade of W will be recorded
- **Friday, 23** Last Day to Withdraw Session I-Ed. D. Classes
  - Grade of W will be recorded
- **Friday, 23** Last Day to Withdraw from Off-Campus Classes at Fort Lee
  - Grade of W will be recorded
- **Monday, 26** MEMORIAL DAY (No Classes)

**JUNE**

- **Tuesday, 17** Session I Ends (4 ½ Weeks)
- **Wednesday, 18** Final Examination Period Session I
- **Friday, 20** Registration All Sessions
- **Saturday, 21** Session I – Ed. D. Classes End (5 Weeks)
- **Monday, 23** Session II On-Campus Classes – Begin (4 ½ Weeks)
- **Monday, 23** Session II – Ed. D. Classes Begin (5 Weeks)
- **Monday, 23** Late Registration for Session II
- **Tuesday, 24** Last Day to Add/Drop Classes – All Session II Courses
- **Tuesday, 24** Session I grades are due in System (5:00 P.M.)

**JULY**

- **Friday, 4** INDEPENDENCE DAY (University Closed)
- **Friday, 4** Off-Campus Classes End at Fort Lee
- **Tuesday, 22** Session II- 4 ½ Weeks Classes End
- **Wednesday, 23** Final Examination Period Session II- 4 ½ Weeks
- **Saturday, 26** Session II- Ed. D. Classes End (5 Weeks)

**Tuesday, 29** Session II grades are due in System (12:00 Noon)


