

Bachelor of Science in Social Work
Program Handbook

Introduction

As the Program Director for the Social Work program, I am excited to welcome you to your social work journey. You are starting on a career path that offers a wide range of

Bachelor

Bachelor of Science in

Curriculum, coursework, and field education courses introduce and reinforce outcomes related to the CSWE social work competencies. Students demonstrate competency through the application of knowledge, skills, values, and affective and cognitive behaviors in the classroom, as well as in the micro, mezzo, and macro settings during field education courses. Outcome-based assessments of social work competencies and behavioral dimensions are an ongoing component of the program structure and course sequencing, and these assessments are designed to lead to student mastery of the program learning outcomes.

The average length of the BSSW Program is approximately four years with a completion of 120 credits. Each student also completes their Field Experience in either two 15-week Field Education Experiences in Field Education I and Field Education II, or in a single 15-week placement Field Education Block. The field education courses fall within the standard course sequence and do not extend the program length.

Online Resources

Several online resources facilitate learning and development of Social Work core competencies. The University of Phoenix learning platform includes student textbooks in electronic format, an extensive online library with multiple

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Program Student Learning Outcomes (PSLOs) Goals

1. Apply ethical and professional behavior in a social work setting
2. Apply advocacy strategies to advance human rights and social, racial, economic, and environmental justice
3. Apply anti-racism, diversity, equity, and inclusion in practice strategies
4. Apply practice-informed research and research-informed practice in a social work setting
5. Analyze policies related to social work practice
6. Apply social work skills to engage with individuals, families, groups, organizations, and communities
7. Apply assessment skills with individuals, families, groups, organizations, and communities
8. Apply intervention skills with individuals, families, groups, organizations, and communities
9. Analyze practice outcomes with individuals, families, groups, organizations, and communities

Program Student Learning Outcomes (PSLOs) Goals

agency site. The FE courses represent continued experiential training and require a minimum of 200 total hours each (for the two-course series) and a total of 400 hours for the Field Education Block. The agencies provide rich and diverse opportunities, which the University believes augments and extends social work knowledge, values, skills, and affective and cognitive behaviors to engage, assess, intervene, and evaluate at the micro, mezzo, and macro-level within a field setting. The field education process is designed to integrate classroom and field components and is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies.

In the courses that accompany the field placements (Field Education I and Field Education II or Field Education Block), students integrate their theoretical understanding with practice, develop their professional identities, and learn to be reflective practitioners through self-evaluation, mutual feedback, and instructor guidance. They develop in-depth case conceptualizations at the micro, mezzo, and macro levels, and in this process gain a deeper understanding of the intersectional and dynamic nature of diversity. They also identify their own areas for growth and methods for self-care in order to sustain their careers as social workers.

Field education courses provide opportunities for students to serve clients in community settings under supervision by both faculty and supervisors at the sites and provide services to individuals, families, groups, and communities. Students do not begin Field Education until the appropriate prerequisites have been met.

Field education generally includes opportunities for students to work with diverse populations in multiple modalities. The courses represent continued experiential training and require a minimum of 400 hours. Students must earn a B or better in each field course (B- is not permissible). Failure to do so will require the student to retake the course. Students may repeat the course no more than once. Field site supervisor evaluations of student performance assist in determining basic helping skill competencies during the Field Education courses. Students also have an opportunity to evaluate faculty, the Field Education site, and their site supervisors.

The University enters into contractual agreements with Field Education sites. These agreements clarify expectations and seek to ensure students have a rich training and supervision experience. A list of sites at which students have previously served is made available to students early in the program, and students are encouraged to make careful decisions regarding the selection of Field Education sites. Students sometimes receive employment opportunities in the settings where they have completed their Field Education sessions, although this is not guaranteed.

Students are required to work

process of gaining agency approval. A student's work/home schedule may require adjustments to effectively meet site requirements and attain the minimum 400 Field Education hours.

In most cases, Field Education hours will be volunteer hours. However, if a Field Education agency offers a student payment for hours worked, Field Education policies do not prohibit the student from accepting the offer. Students in this scenario are required to complete an "Employed Practitioner Agreement" detailing responsibilities, supervision, and schedules, approved by the agency and the Field department in advance of the course.

Supplemental & Professional Standards

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11. The candidate is willing to give and receive help.
12. The candidate is a thoughtful and responsive listener.
13. The candidate maintains a pattern of meeting requirements in courses and external placements.
14. The candidate demonstrates a commitment to keeping abreast of new technology, ideas, and understanding in their chosen field.
15. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional in their field.
16. The candidate is responsible for personal transportation to and from off-site activities.
17. The candidate maintains professionalism and confidentiality in all settings, including virtual settings.
18. The candidate is committed to establishing a safe and supportive environment.

College of Social and Behavioral Sciences

Social Work

Candidates in the Social Work program are required to adhere to the broader social work community's ethical standards and to the following:

National Association of Social Workers (NASW) Code of Ethics

The Social Work Program adheres to the [NASW Code of Ethics](#). Candidates are expected to read, understand, and perform in compliance with this code.

Professional Social Workers

Social work care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate social work. Students are required to read, understand, and perform in compliance with their [state's social work statutes](#).

Disposition*	Description of "At Standard" Indicators
9. The candidate will adhere to College,	

Disposition*	Description of "At Standard" Indicators
<p>11. Candidates in the Social Work Program will assume responsibility for their health as well as their behavior.</p> <p>Transportation: Candidates are responsible for personal transportation to and from field placement(s).</p> <p>Personal Electronic Devices: Candidates are responsible to be aware of and comply with agency policies regarding personal electronic devices.</p>	

Candidates are not permitted to have representation by an attorney or any other third party at any time during the process.

This process is separate from the Student Code of Conduct disciplinary process, but they may run concurrently. Candidates charged with violating the Student Code of Conduct are also subject to the policies, procedures, and sanctions under that policy in addition to these standards.

1. The candidate is expected to maintain regular contact with the College regarding their progress, including any barriers to completion.
2. The candidate must complete the Remediation Plan requirements in the time prescribed and submit documentation of completion to the College for review.
3. After review of the documentation by the College, the candidate will be j0 Tc 0 Tc 0 3 Tc 0.0

3. The candidate has the right to appeal a final program withdrawal to the Central Administration Appeals Committee (CAAC).
 - a. The candidate must file a written statement within ten (10) calendar days of receipt of the decision. The notification will provide the candidate with a receipt of the decision. The notification will provide the candidate with a receipt of the decision.

Academic Requirements

Minimum Grade Requirements

BSSW students are held to specific academic performance standards: 1) Program grade

Course	Title	Credit	Duration	Prerequisites
[REDACTED]	[REDACTED]	1	1 semester	fact BMC Work



development. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.

SWRK/311 Human Behavior and the Social Environment (3 credit hours)

This course introduces students to human development and functioning across the lifespan using a strengths-based biopsychosocial approach. Consideration is given to the person-in-environment and ecosystems theory as students study developmental content in preparation for professional social work practice.

SWRK/320 Social Welfare Policy and the Law (3 credit hours)

This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.

SWRK/321 Social Work Policy (3 credit hours)

This course focuses on utilizing rights-based, anti-racist, and anti-oppressive lenses to assess how social welfare policies influence the delivery of and access to social services. Students apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

SWRK/330 Social Work Practice: Individuals and Families (3 credit hours)

This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.

SWRK/340 Social Work Practice: Groups (3 credit hours)

Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.

SWRK/345 Social Advocacy: Child Endangerment and Global Factors (3 credit hours)

Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.

SWRK/346 Social Work Advocacy (3 credit hours)

Students are introduced to the role of the social work advocate. The role includes acting as advocates for their clients in multiple facets that advance human rights and social, racial, economic, and environmental justice. Students learn advocacy skills such as communication, collaboration, presentation, and maintaining professional relationships.

SWRK/350 Social Justice and Diversity in Social Work (3 credit hours)

Students will learn to engage in practices that advance human rights to promote social, racial, economic, and environmental justice as well as demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. Students will demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence

SWRK/470 Social Work Capstone and Portfolio (3 credit hours)

Section III

Program-Specific Policies

General Admission Criteria

As outlined in the University Policies and [Academic Catalog](#) (see undergraduate programs – Undergraduate Admission Requirements), to be admitted to University of Phoenix candidates must have graduated from an accredited high school (or equivalent); demonstrate English proficiency if the student graduated from a country where English is not the official

Students who fail to meet the minimum grade requirement after the second attempt will be permanently withdrawn from the program and will be placed on scholastic suspension. They receive written notification from the university of their standing.

An additional measure the BSSW program implements to ensure candidates perform at an acceptable level is a minimum grade requirement for all BSSW courses. Unless otherwise outlined as having a higher-grade requirement, students must earn a C- or better in all BSSW courses. Candidates who do not achieve this minimum grade must repeat the course until the minimum grade requirement is met.

BSSW students are able to access the admission policy to the University and the program progression criterion in the Academic Catalog, which is accessible on the University's website.

Transfer of Credit of Social Work Courses from Other Institutions

Previous credits earned at a school accredited by the Council on Social Work Education

Information regarding assistance and services for survivors of sexual violence, domestic violence, dating violence, and stalking can be found in the “Counseling and Assistance Resources” section of the [University Campus Safety Policies](#).

The University of Phoenix (UOPX) offers qualified students with disabilities reasonable accommodations upon request. These accommodations are determined by the Student Accommodations Office following a consultative, deliberative process between the student and their assigned accommodation specialist. The Student Accommodations Office provides students with the opportunity to contact an accommodation specialist, via email, 24 hours a day. Students needing assistance with accessibility questions or concerns can get more information at [Student Accommodations Office](#) or they can contact SAO@phoenix.edu.

References

Bureau of Labor Statistics, U.S. Department of Labor. (2021, March 30). Occupational Outlook Handbook: Social Workers – Job Outlook. Retrieved February 9, 2022, from <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>

Council on Social Work Education. (2022). 2022 Educational Policy and Accreditation Standards. Retrieved from <https://www.cswe.org/accreditation/policies-process/2022epas/>

National Association of Social Workers. (2021). Code of Ethics. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

