

**THE DEPARTMENT
OF**

Department of Social Work Description and History

The Department of Social Work at the University of Vermont (UVM) offers two nationally accredited social work degrees, a Bachelor of Social Work (B.S.W.) and a Master of Social Work (M.S.W.). Social work education at UVM is intended to prepare students for the multiple role-demands and organizationally based settings characteristic of social work in Vermont and northern New England. While the program prepares students for social work practice that is locally informed, it also is mindful of national and global trends and influences. These include ed,8 3.424 0 (r)-23.9 (k)T0 Tc 0 Tw 2.315 0 T(a)-

3. Provide teaching and

Program and Field Education Coordinators

The coordinators in the Department of Social Work are the B.S.W. Program Coordinator, the M.S.W. Program Coordinator, and the Field Education Coordinator. Coordinators are full-time faculty members who, in addition to their regular faculty responsibilities, have significant administrative duties. The B.S.W. Program and M.S.W. Program Coordinators are responsible for most administrative aspects of their respective programs. The Field Education Coordinator is responsible for the administration of the field education component of each program's curriculum.

The coordinators work closely with the Chair, the faculty, staff, and students to ensure timely and integrated planning, communicating, and completion of projects. They have no supervisory functions with the full-time faculty, and they share supervisory responsibilities for part-time faculty with the Department Chair. Each coordinator works with a standing faculty committee.

Academic Advisors

As part of their teaching responsibilities, all full-time faculty members serve as advisors to a number of undergraduate and graduate students. In social work education, advisors have two areas of responsibility, professional advisement, and academic advisement. All students are assigned an advisor when they enter the B.S.W. Program. During the first semester, advisors and students (advisees) plan together for students' individual course of study in the Program according to the students' interests and the Program, College, and University requirements. While Advisors will make recommendations and outline policies, the ultimate decision and responsibility for program-completion rests with the student. Advisors meet at least once

social work traditions and practices, and state and federal laws shape these policies and procedures. The Chair

Once transfer students apply and are accepted to the Undergraduate Social Work Program, they will be connected with a faculty member who will serve as their academic advisor. Together students will chart their course throughout their work toward the Bachelor's of Science in Social Work degree.

Transfer of Credits

Any student who wishes to transfer in credit from another university must go through UVM's Transfer Affairs Office. A student's transcript is analyzed and depe-0.002 Tc 0.007-3()169 (A)69 ()9lu0 11.52 62.04 654.3

- It is important to recognize the hidden or implicit curriculum (fundamental but implicit messages received by learners, whether or not explicitly intended by instructors) – the learning environment is therefore significant. This can include anything from the

For this reason, the focus will be on whether or not students have attended class and the learning they have derived from this, rather than whether or not there are good reasons for non-attendance. This means that there will not be “make up” work assigned for non-attendance.

However, how individual instructors choose to implement an attendance policy will be at their discretion. Please see specific examples below and individual course syllabi for details.

Examples:

- attendance may be assigned a particular percentage of the final grade
- learning from attendance (and participation) may be assessed by an assignment or an aspect required in an assignment (e.g. a weekly reflection on what was learnt from readings/class discussion each week)

Conduct for Social Workers

Once students begin as Social Work majors, they join a group of people who treat one another with respect and dignity. Conduct for Social Workers can be formally defined as the standard behaviors and tenets of practice that is commonly expected of social workers as prescribed by the profession and the state. These standard behaviors and tenets apply to Social Work education within the Social Work Department at the University of Vermont, as well.

As one of the central sources of defining the ethical tenets of U.S. social work, the NASW Code of Ethics is presented to each new student during the Foundations of Social Work Class (SWSS 002). During their participation in the Undergraduate Social Work Program, students are also provided with other guides for conduct including ethical decision-making frameworks, international human rights declarations and conventions, and readings about particular aspects, case examples, and practice implications of the philosophy, values, and ethical obligations of the profession. Among the values that are central to social work ethics are: respect for others; personal integrity; a commitment to human rights, social, economic, racial, and environmental justice; an openness to growth and change; and an appreciation of human diversity. Students are held accountable for learning the standards of ethical practice in social work, and for identifying with them as professionals. The following Conduct for Social Workers policy clarifies the expectations of students and faculty in the Undergraduate Social Work Program. Adherence to this policy is considered an essential aspect of students' academic performance in the Program.

Conduct for Social Workers Policy

It is the policy of the Undergraduate Social Work Program that students and faculty are to conduct themselves in a manner consistent with the NASW Code of Ethics, the values of the social work profession and the Department of Social Work. Further, it is expected that they will demonstrate this conduct in all settings (formal and informal) related to their membership in the Department and the profession, including the University, the field agency, and the community. Likewise, it is expected that

field practicum performance. Rather than separating conduct from academic performance, students should understand that the Undergraduate Social Work Program takes its cues from related case law and social work scholarship that indicate that these are one and the same.

Guiding Principles for Deepening our Social Work Identity

Additionally, students work together in their practice classes (SWSS 163, 168, 169, 171, and 172) to deepen their identities as social workers. The principles outlined below give this guidance.

1. Social Workers consider how our overall behavior impacts others - clients, service users, co-workers, learning colleagues, team members, the entire staff of organizations, and members of the broader community.
 - x Consider attendance and punctuality for classes, meetings and appointments; oral, written, and electronic communication that is clear and respectful; and adherence to confidentiality.
2. Social Workers prioritize looking at and knowing ourselves deeply enough that our work with others is not encumbered by personal agendas (consciously or unconsciously).
 - x Consider personal strengths, challenges, growth areas, and “blind spots”; how to navigate the knowledge that comes from self-awareness; and how to engage supervisory discussions that draw on this awareness/knowledge.
3. Social Workers practice by consciously considering how social difference and intersectionality impacts the lived experience of others.
 - x Consider what we know, what we don’t know, and what we “don’t know we don’t know”; how we understand the dynamics of diverse and multiple identities in relation to power, privilege, oppression, and discrimination.
4. Social Workers engage in collaborative relationships
 - x Consider relationships with clients, service-users, co-workers, learning colleagues, team members, the entire staff of our organizations, and broader community members.
5. Social Workers remain open to respectfully and effectively giving and receiving feedback
 - x Consider curiosity about multiple/differing viewpoints & experiences; having no predetermined agendas or assumptions; and having a desire to create an understanding that is of benefit to the whole of the situation.
6. Social Workers engage in and assess ethical practice
 - x Consider understanding the value of ethical practice and who it impacts; having familiarity and “knowing” of the NASW Code of Ethics and other ethical principles/guidance nationally and internationally; how to identify ethical dilemmas and how to thoughtfully and intentionally move through decision-making because of this process.
7. Social Workers develop a familiarity with available resources that inform social work practice and have a willingness and ability to access them when needed
 - x Consider publications, policies (at all levels of practice), the BSW Program Bulletin, the UVM Catalogue, relationships with consultants, etc.

Grading and Evaluation

Individual course instructors

Independent Studies

Students may earn credit for independent work as long as the following criteria are met.

1. They submit an independent study proposal to a faculty member with whom they want to complete the work. The proposal includes at minimum:
 - x Subject area and personal rationale for wanting to do the work
 - x Number of credits
 - x

Unless compelling reasons prevent this, the appeal is directed first to the individual or committee whose decision is being appealed (i.e., a classroom instructor, a field instructor, a faculty field liaison, a coordinator, or the B.S.W. Program Committee). The individual who receives the appeal must respond to it in a timely manner, adequate to considering relevant information and to implementing any actions that are decided upon. During an academic year, appeals are considered within fourteen days of their receipt. Occasionally, a longer period may be taken due to circumstances (i.e., institutional recesses or key decision makers' prior scheduling commitments, such as traveling out of state).

If the appeal involves a faculty member on the B.S.W. Program, appeal to the B.S.W. Program Committee is required. The B.S.W. Program Committee is the final appeal authority. The B.S.W. Program Committee is composed of the following members: the B.S.W. Program Coordinator, the B.S.W. Program Liaison, the B.S.W. Program Faculty Representative, the B.S.W. Program Student Representative, and the B.S.W. Program Faculty Representative. The B.S.W. Program Committee meets on a regular basis to discuss and resolve appeals. The B.S.W. Program Committee is located in the B.S.W. Program Office, Room 102, 1020 University Avenue, St. Paul, MN 55108. The B.S.W. Program Committee is also available to discuss and resolve appeals via email at bsw@stcloudstate.edu.

to assist the student to clarify the nature of and reason for the request. As part of this discussion, the advisor ensures that the student understands the policies and procedures in question and their rationale. If the student decides to make a formal request, the

Program Renewal Process

The undergraduate program is organized around a core group of faculty, who identify as the BSW Program Committee. Each year the faculty considers two primary documents to inform the renewal of the both the implicit and explicit curriculum. The first is the Assessment of Student Learning Outcomes as it relates to the Core Competencies set forth by our accrediting body, The Council on Social Work Education (CSWE). The second is the student Program Evaluation related to the student-experience.

The data from these two instruments are prepared by our College Accreditation Specialist and the BSW Program Committee reviews the data individually and together. The Committee then discusses future goals as a result of the information learned.