

Garland School of  
Social Work  
BSW Student Handbook  
2018-2019



**BAYLOR**  
UNIVERSITY

---

DIANA R. GARLAND  
SCHOOL OF SOCIAL WORK

# Baccalaureate Student Handbook

## Table of Contents

<b>MESSAGE FROM THE DEAN</b>	<b>3</b>
<b>A SOCIAL WORK CAREER</b>	<b>3</b>
<b>MISSION, GOALS, AND PHILOSOPHY</b>	<b>4</b>
<b>FINANCIAL AID</b>	<b>9</b>
<b>PROFESSIONAL STUDENT ORGANIZATIONS</b>	<b>10</b>
<b>GENERAL STUDENT POLICIES</b>	<b>11</b>
<b>PROFESSIONAL MENTORING</b>	<b>17</b>
<b>BACCALAUREATE SOCIAL WORK CURRICULUM</b>	<b>19</b>
<b>FIELD POLICIES</b>	<b>19</b>
<b>GRIEVANCE AND APPEAL PROCEDURES</b>	<b>20</b>

## MESSAGE FROM THE DEAN

The best social workers have chosen their profession because they are motivated by a deep sense of calling to serve others. We will honor and help you explore your sense of calling and equip you to step into that call on your life through the professional practice of social work. Our curriculum is rigorous because we want to prepare you for the demands of professional practice wherever your calling will take you. The passion of your life deserves nothing less.

The Diana R. Garland School of Social Work offers a unique educational experience comparable to any public or private university. We prepare students for the broad and exciting fields of social work practice in both public and private settings. The school leads the nation in the field of church social work and in research that informs professional knowledge and skills for addressing religion and spirituality in all social work practice fields. Garland School of Social Work alumni are all over the nation and world, serving directly and leading others to care for the most vulnerable and broken, as well as to change social structures that will lead to greater justice and opportunity.

If you want to be a confident social worker, a social worker effective at building strong communities and families, a social worker those in need will trust with their lives and futures, a social worker equipped to succeed no matter where your calling takes you — you belong at Baylor.

With joy at the hope of working with you,

Jon Singletary, Dean

## A Social Work Career

A career in social work is both challenging and rewarding. From comforting an elderly person who is facing surgery, to finding a home for an abandoned child, to helping communities organize to fight for adequate police protection and street lighting — social workers are in the forefront of personal and social change. Wherever people are experiencing problems in living; wherever battles for social and personal justice are being waged — social workers are there.

Because they work with people, social workers need not only a substantial body of knowledge and specialized skills, but also self-discipline and realistic attitudes to ensure meaningful solutions to individual, family, group, organizational and societal problems. To be an effective social worker, you must be able to confront objectively the harsh realities of life while retaining a basic sense of compassion for others. You must also be motivated to help reduce human suffering and strengthen social ties.

Social work requires an interest in helping people with a wide range of problems in a wide range of settings. Social workers practice in advocacy organizations, facilities for the aged, schools, churches, hospitals and other health facilities, group homes, mental health facilities, prisons, community centers, employee assistance programs, adoption agencies, family services, pre-school settings, public welfare settings, child and adult protective services, residential settings for children or adults, legislatures, social change organizations, and many others.

With such diversity of practice, what binds social workers into a common profession? First, social workers view people and their environment as integrally intertwined and interactive. Therefore, social workers not only work with individuals toward change, but also share a commitment to institutional and societal change. As professionals, social workers are devoted to helping people function as well as they can within their environment. Second, social workers maintain a service commitment to the disadvantaged, vulnerable, and economically deprived segments of the population. Historically, social workers led the fight for child labor laws, voting rights for women, and other progressive milestones. Finally, social workers share a common set of professional values and ethics, and a common set of basic or generic skills that enable them to work with diverse populations and fill diverse roles in diverse settings.

All social work education is built on a strong liberal arts base in order to produce social workers who can think critically, analyze alternatives skillfully, communicate well verbally and in writing, appreciate their own culture and that of others, and dedicate themselves to life-long learning. The Council on Social Work Education (CSWE) has set national standards for this specialized education. It is the only accrediting agency for social work education and is so designated by the United States Office of Education and the Council on Post-Secondary Education.

In Texas and most other states, graduation from a school accredited by CSWE is a requirement for licensure as a social worker. Additionally, to be eligible for advanced placement in graduate schools of social work, applicants must have baccalaureate degrees from programs accredited by CSWE. The Baylor University Social Work Program has been affiliated with the Council since 1965. Initial accreditation was granted to the baccalaureate program in 1976 and to the graduate program in 2001. The accreditation of both programs was reaffirmed in 2012.

## **MISSION, GOALS, AND PHILOSOPHY**

### **Introduction**

Social work has been a part of the university's curriculum since the first course was taught in the Department of Sociology in 1936. The first full-time faculty member with an MSW was hired in 1962. In 1969, the department launched a complete baccalaureate social work program to prepare students for the beginning level of social work practice. A feasibility study conducted during academic year 1997-98 documented the significant needs which Baylor University could address in its graduate social work program. Based on that study, the Baylor Board of Regents approved a Master of Social Work degree and the School of Social Work was established in January 1999. The program was moved from within the department of Sociology, Anthropology, Social Work and Gerontology to become a separate department in the College of Arts and Sciences. In September 2004, the School of Social Work was granted independent status with a dean, effective June 2005. In April 2015, the school was renamed after its inaugural dean, becoming the Diana R. Garland School of Social Work (GSSW).

The Diana R. Garland School of Social Work at Baylor University gives shape and direction to the faith-based social services not only of Baptists but, more broadly, of other denominations and religious organizations. Through its baccalaureate and graduate programs, the Garland School of Social Work prepares professional social workers for building healthy communities, and provides

effective leadership in social service, social action, and advocacy for social justice in many settings, including religious organizations and faith communities.

### **Garland School of Social Work Mission**

The mission of the Baylor University Garland School of Social Work is to advance social work knowledge, values, and skills in a Christian context.

### **BSW Program Mission Statement**

The mission of the Baylor University Diana R. Garland School of Social Work Baccalaureate Program is to prepare generalist social workers in a Christian context for worldwide service and leadership.

### **Goals**

The goals of the Baylor University Garland School of Social Work are:

1. To produce Alumni who are:

- influencing (through service and leadership) the social welfare of people, families, and communities globally.
- ethically integrating religious faith with social work practice.
- culturally responsive and competent.
- effective in creating healthy organizations.

2. To produce Research by the school and its alumni that:

- provides resources and models for excellence in professional social work practice that contribute to social justice and the wellbeing of persons, families, and communities.
- provides resources and models that are respectful, faithful, and effective for communities of faith and religiously-affiliated organizations.

### **BSW Program Goals**

Students completing the BSW year programs will be able to:

1. Apply generalist social work knowledge and skills in practice using a strengths-oriented, ecological systems perspective that demonstrates respect for human diversity and cultures.
2. Use critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and an appreciation of the profession's values and history.

4. Use conceptual frameworks to understand development and behavior across the life course, the interactions among individuals, families, groups, organizations, communities, and larger systems.
5. Understand the forms and mechanisms of privilege and oppression and apply strategies of advocacy and social change that advance social and economic justice globally.
6. Demonstrate skills and knowledge for social work practice that are spiritually-informed and that recognize religious contexts.

### **Statement of Philosophy and Program Rationale**

Three interrelated concepts inform the development of the curriculum of the Garland School of Social Work at Baylor and make the program distinctive: (1) the integration of faith and practice, (2) the building of communities as the primary focus of practice, and (3) a perspective that emphasizes strengths rather than problems.

#### **1. Ethical Integration of Christian Faith and Practice**

Regardless of the setting of social work practice — public or private, religious or nonsectarian — social workers need to understand and be able to work effectively and professionally with the religious, faith, and spirituality dimensions of persons and of communities. They also need to have examined their own religious frameworks and spirituality in order to know how these personal aspects inform, conflict with, and can be used in their service as social work professionals.

In addition to the need for all social workers to be able to integrate knowledge about faith, spirituality, and religion with professional practice, many social workers practice in organizational contexts that have religious missions and faith orientations. These social work practice contexts include staff positions in congregations, gerontological and medical services in denominational agencies, child welfare services provided by denominations through their children's homes and family services, community service and development organizations sponsored in part or totally by religious constituencies, and national and international missions with diverse ethnic and cultural groups. The vast network of faith-related social service institutions needs leadership by professional social workers who are knowledgeable of, value, and can work effectively with faith communities and organizations. For example, in the child welfare sector alone, most private child welfare agencies are sponsored at least partially by churches and other religious entities. The most effective professional social workers for these practice contexts are those who have social work education that includes knowledge, values, and skills needed for working with churches and denominations as voluntary associations and mission-driven institutions.

The baccalaureate and graduate programs prepare social workers to work with individuals, families, groups, organizations, and communities in a wide range of settings including congregations and faith-based organizations. The baccalaureate program prepares social workers for generalist practice and the graduate program prepares for advanced levels of practice in areas such as counseling, advanced case management, administration, research, community development and social ministries.

As a church-related institution, Baylor University derives its understanding of God, humanity, and nature from scholarly activity and artistic creativity, as well as from the biblical record and from Christian history and tradition. The social work program embraces and reflects this worldview, building on the convictions that life is more than accidental in origin, and that humankind is answerable in its aspirations to more than itself alone. Baylor University and the Garland School of Social Work affirm that human dignity, fundamental human rights, and moral responsibility derive their objective validity from a personal God whose spirit is universal. Striving for Christian scholarship rather than for sectarian indoctrination, Baylor University and the Garland School are concerned with the moral welfare as well as the intellectual development of those who come within its sphere of influence.

Although not all students may personally be Christian in their faith orientation, the program operates with a Christian worldview, as reflected in the following foundational program principles:

- A personal loving God exists who cares for all persons, whom God created with freedom of choice.
- Every person is sacred and unique, and therefore worthy of love, respect, self-determination, and dignity, regardless of race, age, class, gender, sexual orientation, cultural or regional origin, religious or non-religious orientation, health status, physical or cognitive challenges, or life choices. The life of Jesus Christ, the model for Christians, exemplified compassionate care for persons, particularly those marginalized by society, as well as passionate work for social justice.
- The goal of Christians who are social workers is to build on the strengths of persons, families, and communities in order to develop and enhance healthy relationships of persons with their families, groups, communities, the larger world, and God.
- Although some religious organizations have caused suffering and alienation, religious organizations are called to model their work on the life of Christ, demonstrating compassionate care for persons and a commitment to social justice.
- All individuals, families, and groups need health-supporting, socially-just communities, and the goal of social service and religious organizations should be the development of such communities.
- Social workers have the knowledge, values, and skills to help religious organizations serve persons, build healthy communities, and work toward social justice, and thus need to serve in positions of leadership in religious organizations with these purposes.
- Neither social work values nor Christian beliefs (the soul-freedom and sacredness of individuals) support attempts to impose values or beliefs on others, or to treat them as less worthy because of their beliefs, choices, or actions.
- Social workers serve best when they empower others through a participatory model of leadership and service, building on strengths of persons, social systems, and communities<sup>1</sup>

## **2. Building Communities as the Focus of Practice**

Community is a fragile and fundamental resource, particularly for vulnerable families and population groups. Brueggeman (1996) has defined community as the “natural human associations based on ties of kinship, relationship, and/or shared experiences in which individuals voluntarily attempt to provide meaning in their lives, meet needs, and accomplish personal goals” (p. 110). Building on this definition, the Baylor program defines community as the set of personal contacts

through which persons and families receive and give emotional and interpersonal support and nurture, material aid and services, information, and new social contacts.

The development, strengthening, and empowerment of communities are critical for individuals and families in an age of managed care, mobility, devolution of public social welfare programs, and increasing social fragmentation. Within the classroom and in internship settings, Baylor social work students learn to build on the strengths of persons, families, and communities, and to contribute to the development of communities that are healthy, safe, socially and spiritually nurturing, and opportunity-enriched.

The community-building focus of the program derives from an ecosystem approach to practice. It defines families and other primary groups as social systems embedded in an ecological context and draws upon both systems theory and the ecological sciences for understanding human social systems. Individuals, groups, and families cannot be understood without looking beyond them to the social and physical environment that nurtures, shapes, and is influenced by them. The ecosystem perspective uses ecology as a metaphor for human systems and their relationship with their physical and social environments. Thus, the ecosystem approach looks at systems within systems within systems, each system nested in the next larger system, and how this complexity of interacting layers of factors creates the internal and external environment in which persons, families, groups, and communities function.

### 3. Strengths Perspective

The program operates from a strengths, or “asset-based,” perspective. The program’s premises are that:

- All individuals, families, groups, and communities have God-given strengths that are particular to their culture, beliefs, interpersonal relationships, and natural resources.
- The best professional practice with human systems focuses and builds on their strengths, capacities, and resources rather than emphasizing their limitations.
- Building on the assets and resources of human systems recognizes that significant change only takes place when persons and social systems are committed to investing themselves and their resources in the effort (Kretzmann & McKnight, 1993).

### References

Brueggemann, W.G. (1996). *The practice of macro social work*. Chicago: Nelson-Hall.

Kretzmann, J.P., & McKnight, J.L. (1993). *Building communities from the inside out*. Evanston, IL: Center for Urban Affairs and Policy Research.

## **FINANCIAL AID**

### **Garland School of Social Work Scholarships**

Students enrolled may also apply for financial assistance in the School of Social Work. The School of Social work has limited scholarship funds available for students who have been admitted to and taken at least two courses in the social work major. Scholarships are awarded annually based on need and merit. Need is determined through the Office of Financial Aid once students have completed the Free Application for Federal Student Aid (FAFSA).

### **Social Work Scholarship Application Process**

Students apply for these scholarships by completing the application for financial assistance and submitting it to the baccalaureate program manager for the Garland School of Social Work. The Financial Awards Committee recommends students each spring to receive the scholarship the following academic year, based on the following criteria:

1. Admission to the social work baccalaureate program
2. Completion of at least six hours of social work courses
3. Significant need for financial assistance AND/OR noteworthy academic performance
4. Demonstrated internalization of basic social work values, commitment to the work of the social work profession, and involvement in the school's programs and special events
5. Completion of the Free Application for Federal Student Aid (FAFSA)
6. Fit with the particular stipulations of available scholarship funds

Students who are interested and believe they are qualified should complete the application for financial assistance. Applications are due each spring, by February 1<sup>st</sup> for the upcoming academic year and can be found at [http://www.baylor.edu/social\\_work/bswfinaid](http://www.baylor.edu/social_work/bswfinaid) .

## **PROFESSIONAL STUDENT ORGANIZATIONS**

### **Student Chapters of Professional and Academic Organizations**

#### **Phi Alpha**

Phi Alpha is a national honor society for professional social work. The purposes of this organization are to promote a closer bond among students of social work and to foster humanitarian goals and ideals. Phi Alpha invites into membership those who have attained excellence in scholarship and achievement in social work. The Eta Sigma chapter was chartered at Baylor in 1998.

A student is eligible for membership after achieving the following national requirements and meeting the following local chapter requirements:

1. Declare social work as your major
2. Complete 9 hours of social work courses (this does not include current courses)
3. For baccalaureate students:
  - a. Achieve sophomore status or higher (30+ hours)
  - b. Achieve an overall GPA of 3.0 on a 4.0 scale, and
  - c. Achieve a 3.75 GPA in required social work courses
4. For graduate students:
  - a. Achieve a GPA of at least 3.75 on a 4.0 scale

#### **Social Work Student Association**

The school encourages social work students to participate in the Social Work Student Association. The purpose of the organization is to provide an opportunity through which students can participate in the governance of the school, coordinate their interests, and act cooperatively on behalf of all social work students and those they serve. The Social Work Student Association is divided by undergraduate and graduate students with a faculty advisor and student officers for each. The groups meet monthly for program meetings that focus on issues relevant to their social work education and preparation for practice. There are times when both groups coordinate activities together.

#### **National Association of Social Workers**

“The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.” (NASW brochure). For more information, visit the NASW website at: [www.naswdc.org](http://www.naswdc.org). By joining NASW, student members receive the information, contacts, and resources needed for launching a successful social work career, with a 75 percent savings on a regular membership.

#### **Student Representation on School Committees**

Student representatives on school committees are identified and recruited by members of the Student Development Committee. Responsibilities for participation on school committees include regular attendance and communication from students to committee and from committee to

students. Student representatives who are unable to fulfill their responsibilities should resign to the Student Development Committee chair and be replaced.

## **GENERAL STUDENT POLICIES**

### **Student Code of Conduct**

The mission of the Garland School of Social Work focuses on the education and preparation of students for professional social work practice. Students are expected to practice upholding the major themes of the school: the ethical integration of faith and practice, building community as the focus of practice, and the strengths perspective. Students are expected to uphold the core values and ethical standards of the social work profession. These values and ethical principles are identified and discussed in the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), in the NASW Code of Ethics, and in the Texas State licensing standards (or comparable licensing standards in other states). As a part of the requirement for baccalaureate entry into the major and graduate entry into the program and for all practice in the community, students are asked to read and sign the following Student Code of Conduct derived from the NASW Code of Ethics and the Texas State Licensing Board regulations. (Numbers at the end of each item refer to the applicable section of the NASW Code of Ethics.)

1. Social work students are expected to uphold the values, ethics, and standards of the profession (5.01)
2. Social work students are expected to treat their peers, faculty, and staff with dignity and respect (2.01A), and avoid unwarranted negative criticism and demeaning comments of these colleagues (2.01B)
3. Social work students should strive to enhance their competence and recognize the need for continuous professional growth (4.01)
4. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination against persons (4.02)
5. Social work students should not participate in, condone, or facilitate any type of dishonesty, fraud, or deception (4.04)
6. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their abilities to meet classroom and field practice requirements are expected to take appropriate remedial action and show documented evidence of the success of that action (4.05)
7. Social work students should not permit their private conduct to interfere with their classroom or field practice responsibilities (4.03)
8. Social work students engaged in research are expected to protect the confidentiality of human subjects, obtain voluntary informed consent, and inform participants of their right to withdraw from the study (5.02)
9. Social work students should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed (4.08)

### **Standards of Practice**

Prior to any academic work in the community that involves the use of social work knowledge, values and skills, students are asked to review the entire NASW Code of Ethics and the applicable

state code. The following are some of the major standards for practice in the community as delineated in the NASW Code of Ethics.

*Please note:* If at any time during your classroom or field internship experiences, you find yourself in a situation in which you have questions about a potential ethical concern, please contact your field instructor, faculty liaison, or the director of field education.

#### Commitment to Clients (1.01)

A social worker's primary responsibility is to promote the well-being of clients.

#### Self-Determination (1.02)

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

#### Competence (1.04)

Social workers should provide services and represent themselves as competent only within the boundaries of their education. It is important to inform your clients that you are a student.

#### Cultural Awareness and Social Diversity (1.05)

Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

#### Conflicts of Interest (1.06)

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- (b) Social workers should not take unfair advantage of any professional relationship.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are risks of exploitation or potential harm to the client.

#### Privacy and Confidentiality (1.07)

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

#### Sexual Relationships (1.09)

Social workers should under no circumstances engage in sexual activities or sexual conduct with current or former clients, whether such conduct is consensual or forced.

#### Physical Contact (1.10)

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the clients as a result of the contact (such as cradling or caressing clients).

#### Derogatory Language (1.12)

Social workers should use accurate and respectful language in all communications to and about clients.

### Ethical Responsibility to Colleagues (2.01& 2.07)

Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views and obligations of colleagues.

Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

Social workers should avoid engaging in sexual relationships with colleagues when there is a potential conflict of interest.

### **Policy on Course Waivers and Academic Credit**

The program does not waive course requirements of the professional foundation areas or for the field internship. No academic credit is given for previous work or life experiences.

### **Student Rights and Responsibilities**

The rights of social work students include, but are not limited to:

- Right to participate in shaping the development of plans, programs, and policies that affect quality of the School of Social Work's curriculum
- Right to learn in an environment that promotes individual and career development
- Right to learn in a diverse community which provides exposure to a wide range of viewpoints

The responsibilities of social work students include, but are not limited to:

- Accountability for their own learning
- Expectation to perform as a social work professional according to the guidelines of the NASW Code of Ethics
- Expectation to be an active agent in the process of continuously improving the School of Social Work's academic program

The school policy conforms to the Student Policies and Procedures as outlined by the Baylor Office of Judicial Affairs.

### **Student/Program Communication and Notification**

It is also the student's responsibility to keep a current address, Baylor University email address, and phone number on file with the university. Any changes in contact information should be updated in BearWeb. All students are required to obtain and monitor a Baylor email account. This contact information will be used to inform students of upcoming events and any unforeseen circumstances such as emergency cancellation of classes. Additionally, many faculty manage courses through Canvas.

The Garland School faculty and staff communicate with students through a variety of methods:

**Email** - Faculty use email to communicate with students concerning class assignments, activities, and appointments. All Canvas communication utilizes Baylor email. All students are required to obtain, monitor and use a Baylor email address. Students should check the clutter folders regularly.

**Website/Electronic Bulletin Boards** - The School maintains a webpage within the main Baylor University website, which provides information to current and prospective students, including job announcements for current and graduating students. Canvas also may be utilized by faculty to post classroom and other important information. Students should check these information sources frequently.

**Other Methods** - Other methods of communicating school information to students include updates at student organization meetings, graduate brown bag lunch meetings, baccalaureate meeting of the majors, announcements in classes, standard mail, and email. "The Voice" is a school newsletter that is emailed weekly to students.

Students should check their Baylor e-mail daily. These methods of communication serve as primary channels of information for the baccalaureate and graduate program about program updates and changes.

### **Academic Integrity**

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Failure to do so constitutes theft of intellectual property. Instances of plagiarism or any violation of academic integrity will result in failure of the assignment and will be reported to the Honor Council. Be sure to read and understand the Baylor University Honor Code. The text is available [here](#).

The University's policies on academic integrity will be upheld in all classes. The academic integrity policy can be viewed on Baylor's website [here](#). Additionally, courses are designed to maximize learning by having students work in teams for some assignments. It is highly recommended that you share with each other and edit one another's work (within and outside of your team) in order to critique and improve the content of your papers and presentations. Be sure that all written assignments are in one's own words (or, for group assignments, the words of your own group members). Papers written by others or drawing on others' work without acknowledgment will not be accepted and will result in a failing grade for the course.

### **Referencing & Accessing Appropriate Sources**

Referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Standard APA style is preferred for citation within the text and in the reference section. Given the availability of information on the internet, it is often difficult to evaluate the quality of online sources. It is expected that students will pay attention to the domain, sponsor, author's background, and date of information on websites used and will cite all

information obtained from websites (see APA Manual 6<sup>th</sup> edition for how to reference sources from electronic media). In doing all assignments, it is expected that students will use discretion when using online sources that have not been professionally reviewed and that they will also always include sources that have been subjected to peer review and are published in scholarly journals.

### **Turn it in**

All students are expected to abide by the rules and regulations of Baylor University. Given the widespread availability of papers for purchase online, Baylor subscribes to *Turnitin*, a plagiarism detection service. Student papers are submitted to *Turnitin* and compared to others in the database, with the results of the comparison (including hyperlinks to web pages or other papers with the same text) sent to the instructor. *Turnitin* is not used to grade your paper; this remains the responsibility of your professor.

Students agree that by taking courses within the Garland School of Social Work, all required papers, exams, class projects or other assignments submitted for credit may be submitted to *Turnitin* or similar parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of [turnitin.com](http://www.turnitin.com) is available on its web site: <http://www.turnitin.com>. Students understand that all work submitted to [turnitin.com](http://www.turnitin.com) will be added to its database of papers. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.

Any act of academic dishonesty, on *any* assignment, will result in a grade of zero for the entire course. Integrity, honesty, and relying on your own abilities are some of the most important lessons you will learn in college and carry with you into the “real” world. Remember: each written assignment for is designed to stretch your abilities. It is there for a well-determined reason, and merits your serious attention.

### **Student Success**

Your academic success is important to us. Thus, to assist you in improving your performance, faculty may refer you to the Paul L. Foster Success Center for substandard academic performance and/or excessive absences. The success center offers a wide range of academic opportunities helpful for improving your grades.

### **OALA**

“No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Section 504 of the Rehabilitation Act of 1973). Baylor University complies with all applicable federal and state non-discrimination laws and does not engage in unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, or disability in employment or the provision of services.

Any student with a documented disability needing classroom accommodations should contact the Office of Access and Learning Accommodation at (254) 710-3605. If a student has a documented

disability, and wishes to discuss accommodations, they should inform the professor immediately at the beginning of the semester. The student is responsible for obtaining appropriate documentation and information regarding their needed accommodations from the Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710-3605 and the office is located in the Paul L. Foster Success Center in Sid Richardson.

### **Attendance and Class Participation Policy**

Attendance at class meetings is essential to academic success. Interaction with faculty members and fellow students provides the best opportunity for learning information and for exercising skills necessary to gain competencies in the subject. Classroom discussion also enriches understanding beyond the boundaries of the specific course and develops students' analytical facility and ability to communicate ideas effectively. The university expects each student to take full advantage of his or her educational experience by developing personal responsibility for class attendance.

Student attendance must be recorded through the census date of each term (the twelfth class day of the fall or spring terms).

Please see your course syllabus for specific attendance policies for each class. Faculty members may establish their own requirements regarding attendance, punctuality, and participation. Any attendance requirements and penalties for excessive absences will be set forth in the syllabus for each course. The student bears the responsibility for the effect that absences may have upon class participation, announced and unannounced examinations, written assignments, reports, papers, and other means of evaluating performance in a course.

If a student's required participation in a university-sponsored activity causes the student to miss class, this is ordinarily considered an absence that is counted against a student in the context of an applicable attendance policy. However, if in this event the student seeks to arrange prior to the absence to complete scheduled assignments, the faculty member will work with the student to allow for the completion of missed classwork and assignments.

In the event of serious illness, accident, or death in the family, students should contact their professors as soon as they are able. When such a crisis prohibits the student from being able to make immediate contact, the Office of the Chaplain notifies faculty when information is available; the chaplain, does not, however, pursue official verification of such reports. Requests by faculty to verify the nature of an absence should be made to the student upon the student's return. Students are usually allowed to make up classwork and/or tests missed which result from such crises. As these instances are academic matters, any dishonesty on the part of a student in such a situation is considered a violation of the University Honor Code.

Class absences are one of the early signs that a student may be experiencing academic, personal, or emotional challenges or distress. Resources in the Paul L. Foster Success Center and Counseling Center are available for students who are experiencing difficulties related to class attendance.

### **Confidentiality**

Due to the sensitive nature of the information that may be involved, no information shared by a class participant about a client or agency is to be discussed outside of the classroom. All information that identifies clients and agencies must be carefully protected and should be disguised or removed from conversation and from any documents provided in presentations and papers.

### **Portable Technology Policy**

The Garland School of Social Work recognizes that portable technology, such as laptop computers, tablets, and mobile phones in the classroom can be a valuable learning aid and can be necessary to student life. In addition to increasing the proficiency of note taking, access to the internet and other sources during class can enhance class participation. Portable technology also has the potential to be distracting to the student using the technology device and to other students around the user. To avoid this distraction, the use of laptops, cell phones, and other portable technology for any of the following activities are prohibited in Garland School of Social Work classes: instant or text messaging, sending or reading e-mail, games, viewing any websites not related to class discussion, and working on projects not directly related to the immediate class activity. Failure to comply with this policy may result in the professor asking the student to discontinue use of the technology in the classroom, bringing the technology device to class or to ban portable technology devices from the class. Students should check with the course faculty about any questions regarding appropriate use of portable technology in the classroom.

### **Self-Disclosure Statement**

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experience in order to assess their effect on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

## **ACADEMIC ADVISING AND PROFESSIONAL MENTORING**

### **Academic Advising**

The BSW program manager is a professional staff position with support and training from the university related to use of the university's course advising and registration systems. The program manager conducts academic advising for the purposes of creating and maintaining an educational plan that helps students identify and register for social work courses. This person refers students to their professional mentor for professional development questions.

### **Purpose of Baylor GSSW Baccalaureate Professional Mentoring**

Professional mentoring in the Baylor GSSW is designed as a resource to provide strengths-based, empathic, and individualized support that engages and empowers students to maximize their personal, professional, and educational development. In the role of professional mentors, faculty are available to provide: (1) orientation to GSSW programs, policies, and procedures; (2) consultation for specifying the student's purpose(s) for pursuing social work education; (3) post-

graduation career planning; (4) information on the school and university's academic appeal process; and (6) consultation, with the director of field education, related to field education.

In addition, the mentor role includes enriching student development for students who wish to explore any concerns in a more individualized and supportive context. Referrals of students who are having exceptional struggles with professional or academic issues will be made to the mentor for further discussion

### **Procedures for Baccalaureate Student Professional Mentoring**

1. The BSW program manager assigns and/or reassigns professional mentors. All students, once admitted to the major, are assigned to a professional mentor.
2. The BSW program director will ensure that all new faculty who mentor undergraduate students receive an orientation to the school's mentoring policies and procedures.
3. Baccalaureate professional mentors are invited to evaluate the mentoring procedures annually and recommend revisions and/or innovations. The Student Development Committee reviews these recommendations and communicates their findings to the BSW program director, who implements those recommendations that he/she approves.
4. The professional mentoring assignments are communicated to students following their acceptance to the major. Students are encouraged to make an initial visit with their professional mentor and to make an appointment to talk with their mentors at least once a semester to discuss their progress and professional goals.
5. While the professional mentor is available to assist the student in interpreting the *Baylor University Undergraduate Catalog*; the *Garland School of Social Work BSW Student Handbook*; planning course schedules; suggesting electives; and completing degree applications, the student is responsible for developing an educational plan with the BSW program manager and is expected to assume responsibility for initiating and following up on these tasks.

## BACCALAUREATE SOCIAL WORK CURRICULUM

Throughout the curriculum, the baccalaureate social work program coursework provides students with the opportunity to acquire knowledge and skills that will enable them to develop into competent social work professionals. Students learn eleven competencies, including specific practice behaviors, throughout the curriculum and have an opportunity to demonstrate all of them in a field internship.

The curriculum is structured sequentially so that competence builds throughout the program and the Bachelor of Social Work (BSW) degree concludes with two semesters of 240 clock-hour internships and a senior capstone seminar in the final semester. Orientation to field internship is required prior to application to field. The internships are an integral part of the curriculum and engage the student in professionally supervised direct service delivery activities that provide practical experience in the application of theory and skills acquired in previous courses. An integrative seminar accompanies each semester of the internship and provides students with opportunities to compare their practice experiences with knowledge from their liberal arts and social work courses, expanding on knowledge beyond the classroom.

The program provides ample opportunities for hands-on experiences through community service work, classroom simulations, and videotaping. The senior capstone seminar is designed to allow the student to present, in portfolio format and in interview, readiness for professional employment or for graduate study for advanced professional practice.

The BSW degree requirements can be found in the *Baylor University Undergraduate Catalog*.

### Grading

For BSW courses, the following grading scale will be used:

A	=	93 - 100
A-	=	90 - 92
B+	=	87 - 89
B	=	83 - 86
B-	=	80 - 82
C+	=	77 - 79
C	=	73 - 76
C-	=	70 - 72
D+	=	67 - 69
D	=	63 - 66
D-	=	60 - 62
F	=	Below 60

### FIELD POLICIES

Field policies and procedures can be found in the *Field Manual*.

## GRIEVANCE AND APPEAL PROCEDURES

The Garland School of Social Work faculty promulgates the following policies and procedures to protect students' rights and provide them relief from unfair criticism and treatment. This protocol is established for application in the event that a student believes his/her academic rights have been violated. This includes grades, assignments, internship issues, and alleged violations of professional behavior.

1. *Conference with Faculty Member.* Any student who believes a GSSW faculty member has treated him or her unfairly with respect to a course for which the student was registered or required to be registered may complain of such alleged unfair treatment. Such a student shall set up a conference with the involved faculty member and present that faculty member a written statement that details the circumstances giving rise to the complaint. An effort should be made to resolve the matter with the faculty member.
2. *Appeal to Director of Field Education.* If the situation involves a matter that pertains to field instruction, the student may appeal to the director of field education. A written statement that details the circumstances giving rise to the complaint and a narrative of the effort to resolve the situation with field education must be provided to the director prior to the meeting. If appropriate, the field faculty member will also provide the director with a written description of her/his view of the situation including efforts to resolve the issue. If the situation is not resolved to the student's satisfaction within 30 days, he/she may appeal to the associate dean for academic affairs.
3. *Appeal to Associate Dean for Academic Affairs.* If the situation is not resolved to the student's satisfaction, the student may appeal to the associate dean for academic affairs. A written statement that details the circumstances giving rise to the complaint and a narrative of the effort to resolve the situation with the faculty member must be provided to the associate dean of academic affairs prior to the meeting. The faculty member will also provide a written description of her/his view of the situation including efforts to resolve the issue. If the faculty member involved in the complaint is the associate dean, the student may appeal directly to the dean of the school. If the faculty member involved is the dean, the student may appeal directly to the provost of the university.
4. *Appeal to the Dean of the School.* If the situation is not resolved to the student's satisfaction within 30 days, or if the student is not satisfied with the findings of the Academic and Professional Development Committee (see p. 23), he/she may appeal to the dean of the school (or to the provost and vice president for academic affairs if the complaint is against the dean). The student must provide the dean with a written statement that details the circumstances giving rise to the complaint and a narrative of efforts to resolve the conflict at the faculty, associate dean of academic affairs. The faculty member and associate dean of academic affairs will also provide the dean with a written description of their views of the situation, including efforts to resolve the issue.
5. *Appeal to School of Social Work Academic Appeals Committee (SWAAC).* The dean may (a) attempt to resolve the complaint without referring it to the SWAAC, or (b) refer it directly to the committee. If the situation is not resolved to the student's satisfaction with the dean, they may appeal to the SWAAC. The function of this committee is to hear student complaints of alleged unfair treatment by members of

faculty. This includes grades, assignments, internship issues, and alleged violations of professional behavior.

When a complaint is referred to the SWAAC, the dean of the school shall appoint a committee composed of three faculty members who have not previously been involved in the process and, with the student's written permission, two students. The appealing student can choose not to have students on the committee. The dean shall also appoint one of the faculty members to serve as chair of the committee.

The SWAAC shall have access to all previously submitted written material and any additional material any of the parties involved wish to submit. The chair of the committee shall arrange a meeting of the committee and the parties involved and attempt to arbitrate the matter. The meeting shall be informal and confidential and conducted for the purpose of resolving the matter to the agreement of both parties. The student may ask to have another student accompany her/him to the meeting, but that student shall not speak during the meeting. The committee may collect any other data they deem essential to making a decision in the matter. Within 30 days of the time the matter was referred to the School of Social Work dean, the SWAAC will render a decision. The decision will be in writing and copies distributed to all parties involved in the process.

6. *Appeal to the Executive Vice President and Provost.* If the complaint is not satisfactorily resolved by the dean of the school, then the student shall have the right to appeal such matter to the executive vice president and provost or their designee. After review, the executive vice president and provost may refer such matter to the academic appeals committee.

### **Academic and Professional Development Evaluation Process: Decisions Related to Continuation/Discontinuation in the Social Work Program**

In order to continue in their academic program, students must meet the academic and professional standards of the program. Professional standards are incorporated into the program as an academic matter. Compliance with both academic and professional standards is subject to review in accordance with this evaluation process.

In order to identify and engage students in need of support in meeting academic and professional standards, the school has established the Academic and Professional Development (APD) Committee. The chair of the Student Development Committee (SDC) serves as chair of the ad hoc APD Committee. The committee consists of the SDC chair, the student's mentor, and one other faculty member appointed by the SDC chair. If the SDC chair holds a potential adjudicative role in the appeals process, the dean of the School of Social Work will appoint another member of the SDC to serve as chair. If the mentor holds a potential adjudicative role in the appeals process, the SDC chair will appoint an interim mentor for the duration of the process. After the matter is resolved, the SDC chair will reassign the student to his/her previous mentor.

The functions of APD are to:

1. Facilitate student development in thinking critically, acting ethically and practicing effectively within the established standards of social work practice
2. Protect potential clients and agencies from sub-standard and unethical practice
3. Evaluate students requiring support to meet academic and professional standards

4. Develop supportive strategies for achieving academic and/or professional standards whenever possible
5. Recommend to the associate dean of academic affairs and/or dean of the Garland School of Social Work decisions regarding continuation in or termination from the Program

The APD does not assume a classroom or field faculty member's responsibility for critical evaluation and decision making in assigning grades.

When problems occur that may be serious enough to necessitate judgments regarding continuation or termination from the social work program, a referral may be made to the APD. Criteria used to identify these problems include:

1. Failure to meet or maintain academic grade point requirements as established by the university and the Garland School of Social Work
2. Behavior in violation of standards of social work practice established by social work values, the NASW Code of Ethics, the Texas Board of Social Worker Examiners Code of Ethics, and the Student Code of Conduct of the Garland School of Social Work
3. Academic cheating, lying, or plagiarism, including falsifying process recording or any other form of client documentation
4. Indication of an inability to effectively apply the knowledge, values, and skills of the profession
5. Indication of an inability to develop the appropriate knowledge and interpersonal skills necessary for effective social work practice
6. Indications of an inability to meet the criteria for social work licensure in the State of Texas

The APD may request assessments by professionals outside the program as deemed necessary. Students are also subject to Baylor University's Honor Code, academic and discipline policies, as outlined in the *Baylor University Student Handbook*, and the general degree requirements found in this catalog or *Baylor University Undergraduate Catalog*. Participation in the APD process does not abridge the student's rights to use the University appeals process.

### **Academic and Professional Development Committee Procedures**

The following procedures are to be followed in making referrals to APD and by all parties involved in the APD process:

1. Referrals to the APD can be made only by the associate dean for academic affairs or field education director. In unusual situations, referrals may be made by the dean of the Garland School of Social Work following the procedures set out for the associate dean of academic affairs.
2. When a faculty member(s) identifies an issue that interferes with the student's progress in the program, she or he will submit a letter to the associate dean for academic affairs and the student, detailing the concern(s), the steps taken to date, and, if possible, suggesting potential remedies. The associate dean for academic affairs may make a referral to the APD without a referral from a faculty member.

3. The associate dean for academic affairs may take action to resolve the issue or at any point refer the situation to the APD. To refer to the APD, the associate dean will submit a letter to the chair of the SDC, with a copy to the student and to the dean of the Garland School detailing the concern(s) and any action she or he has taken on the situation. This letter should make clear the specific issue(s) the associate dean for academic affairs wishes the APD to address, steps already taken, and possible remedies as he or she sees them. The original letter from the faculty member and any additional documentation should be included with this letter.
4. Within two weeks of receiving the referral, the chair of the Student Development Committee will appoint members to the APD and call a meeting of the committee. At that time, the committee will hear the faculty member(s), the student, and anyone else they deem necessary. The committee may meet as many times as necessary, but a final decision should be made in two weeks or less from the date of the first meeting. The committee may request an extension of this time, up to 15 days, from the dean of the School of Social Work. The dean of the School of Social Work will assign appropriate staffing to the committee.
5. The APD will use its professional judgment to determine an appropriate course of action. This action may include: (A) a remediation plan with input from the student, the faculty member(s), and other appropriate persons to resolve the issues within a specific time limit; (B) a referral to any other university committee for resolution; (C) a recommendation to the dean of the school that the student be terminated from the program. A copy of the APD's decision will be sent to the student, the associate dean for academic affairs, the dean of the Garland School, and placed in the student's file.
6. If the APD establishes a remediation plan, it shall include the consequences of failure to follow the plan. The associate dean for academic affairs is responsible for monitoring the plan, but may delegate this responsibility to the mentor or some other faculty member. When the terms of the plan have been met, the associate dean for academic affairs will notify the chair of the Student Development Committee, the dean of the School of Social Work, and place documentation in the student's file. If the terms of the plan are not met, the associate dean for academic affairs and/or the dean of the school is responsible for imposing the agreed upon consequences.
7. The student may appeal the decision of the APD following the School of Social Work Grievance and Appeal Procedures, beginning with step number 4 – Appeal to the dean of the school (p.22).