

# RADFORD UNIVERSITY

## **BSW Handbook 2022-23**

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<https://www.radford.edu/content/wchs/home/social-work.html>

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**BSW Student Handbook  
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Radford University**

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<https://www.radford.edu/content/wchs/home/social-work.html>

In planning your course of study, please become familiar with the BSW Student Handbook and the 489 Field Manual, as well as the Radford University Catalog. The purpose of the Handbook is

- To introduce students to the School of Social Work (SSW)
- To serve as a resource in planning course work with your advisor
- To articulate the policies and procedures of the SSW related to students' progression through the program
- To describe activities and opportunities provided by the SSW.

As professionals-in-training, it is the student's responsibility to learn and understand the purpose and values that guide the social work profession. Students are therefore required to read the National Association of Social Workers (NASW) Code of Ethics, available at <http://www.naswdc.org/pubs/code/code.asp> Students are also strongly encouraged to become members of at least one of a number of professional social work associations, such as the National Association of Social Workers, the Virginia chapter of the National Association of Social Workers, and the Society for Social Work and Research. A listing of web sites for these professional organizations is included at the back of this handbook.

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries about this policy may be directed to the Social Equity Officer at 704 Clement Street. Telephone: voice (540) 831-5421; hearing impaired (540) 831-5128.

Disclaimer

Because changes may be necessary from time to time, this document is intended for general information purposes only; it should not be construed as creating a contract between the School of Social Work and any person. The School and its faculty

specifically reserve the right to make any changes it deems necessary at any time without advance notice in its policies, practices, academic programs, courses, schedules or calendars, including the elimination of courses, the modification of courses, and the cancellation or rescheduling of classes or other academic activities. This includes the right to correct clerical errors in any printed or online documents.

## **I. Radford University's Social Work Program**

The School of Social Work at Radford University gains its mission from the University's purpose to provide high quality educational programs at both the undergraduate and graduate levels of study. The School is housed in the Waldron College of Health and Human Services, one of seven colleges of Radford University. Waldron College provides students with programs of study for entry into and advancement within health-related professions. The programs combine a strong liberal arts and science base with discipline-specific study to develop graduates who contribute to the health and well-being of society. Programs are characterized by an emphasis on integrating theory with practice in the classroom and in on-campus and off-campus practicum experiences.

The faculty are committed to teaching and promoting student development, to advancing scholarship within the disciplines, and to providing professional service.

The Waldron College of Health and Human Services consists of three academic schools offering eight major areas of study. Depending on the choice of major, students in the College may elect to pursue a Bachelor of Science or a Bachelor of Arts degree. Majors in the School of Nursing receive the Bachelor of Science in Nursing (BSN) and Social Work students receive the Bachelor of Social Work (BSW) degree.

The School of Social Work seeks to provide the highest quality professional social work education in a context of developing the student's ethical and intellectual capacities.

The School recognizes that these capacities are realized in light of two certainties: the importance of family and community and the recognition that the enhancement of human potential depends upon a true appreciation of human diversity.

Taken all together, the School of Social Work focuses on the following: the education of competent professional social workers, both advanced and entry level; the enhancement of the quality of life for families and communities; and the recognition and appreciation of human differences.

The School of Social Work offers a comprehensive professional program designed to prepare professionals for the beginning generalist practice of social work. The undergraduate social work program and the master of social work program are accredited by the Council on Social Work Education. Both programs are reviewed and guided by the Professional Advisory Council of 50+ trained professional social workers.

The BSW program is offered through two sites: (1) at the Radford University campus and (2) the Radford University extended campus located at the Roanoke Higher Education Center (RHEC) in Roanoke, Virginia. Program options at both sites are similar in structure and both



are nationally accredited by the Council on Social Work Education. The basic BSW program is available at either site although course scheduling, and some policies and procedures differ depending on the site. Each student must choose one program from which to be admitted and graduate, and must follow the policies and procedures for that specific site. Courses may be taken at either campus as arranged with the student's advisor. The social work program on the Radford campus offers a full time option to students while the RHEC extended site offers a 2 year full-time evening or a 3 year part-time evening program designed to accommodate working individuals.

### **Career Opportunities in Social Work**

A wide variety of job opportunities is available to a social work major with a bachelor's or master's degree. Social workers are professionals who are specifically educated to help people cope with a wide variety of human problems such as poverty, illness, unemployment, substance abuse and family or personal problems. They may engage in counseling and therapy, provide referrals for their clients, or work in program planning, community organizing and/or policy development.

Social work graduates may secure positions as program directors and coordinators, directors of services, supervisors or community organizers. Many social workers find employment in the areas of mental health, substance abuse, health care, court services, family planning, child welfare, school systems, social services, agencies for the developmentally delayed, services for the elderly or family services/mediation.

Radford University's baccalaureate social work degree is accepted as the entry-level educational credential for beginning social work practice. Because of a highly structured curriculum, an emphasis on building counseling and problem-solving skills and the involvement of students in two internships, human service agencies look very favorably upon the school's graduates. Competition for social work jobs is intense; however, Radford's social work graduates are highly successful due to the relevant course requirements and experience provided by their internships. In addition, Radford graduates are eligible to apply for advanced standing in graduate social work programs, including the Radford M.S.W. program.

### **Licensure**

Social work regulatory boards require that social work degrees must be obtained from programs of social work that are accredited by the Council on Social Work Education (CSWE). Both the BSW and MSW at Radford University are accredited by CSWE and therefore meet the educational requirements to become a licensed social worker in other states. Some states may have requirements beyond the educational requirements in order to be licensed.

### **Context**

Located near the beautiful Blue Ridge Mountains in Southwestern Virginia and nestled in the New River Valley, the University provides a serene setting for study and learning and for family-community gatherings. While numerous distinct cultures and a wide variety of communities fall within the boundaries of the University's interests, all believe in the

importance and resilience of the family. The mutual influence between the University and the families and communities that surround it demands that University, family, and community collaborate toward their mutual goals.

The School of Social Work, grounded in the rural and small city context of Appalachia and Southwestern Virginia, builds on the strengths of its unique locale as a point of departure for understanding differences. The School and the University are committed to enhancing diversity of all kinds and are particularly interested in reinforcing a global perspective through the education of its students who will live, work, and contribute in a multicultural society.

The mission builds from the University's purpose to provide high quality educational programs at both the undergraduate and graduate levels of study.

Consistent with the University's central focus, the School of Social Work seeks to provide the highest quality professional social work education in a context of developing the student's ethical and intellectual capacities. The School recognizes that these capacities are realized in light of two certainties: the importance of family and community and the recognition that the enhancement of human potential depends upon a critical understanding of the multitude of human perspectives.

### **Mission**

The faculty and staff of the School of Social Work at Radford University believe that the highest quality of social work education builds on the values and ethics of the profession. We fully integrate cultural competence into our strengths based approach and strive to promote social justice at all system levels. We utilize the ecological systems perspective to guide our understanding of individuals in the socially constructed environment. Our students graduate with strong advocacy skills, use evidence-based models, and have the ability to evaluate their own practice.

The School of Social Work prepares social work professionals who are capable of adapting their practice to the environments in which they work. The program context comprises a dynamic mix of small cities and rural settings. We build and maintain partnerships with the surrounding communities that are dually focused on education and service. The signature pedagogy of our School is the integration of coursework in the field placement.

The BSW program prepares generalist social work professionals who are capable of skillful assessment and interventions at the micro, mezzo, and macro-levels.

The MSW program prepares professionals capable of autonomous practice with a specialty in community based family practice. Our students develop the ability to practice clinically with diverse, self-defined families and to partner with them to make skillful contributions to the family-community continuum

### **BSW Goals**

The BSW program prepares generalist social work professionals who are capable of skillful assessment and interventions at the micro, mezzo, and macro-levels.

The goals of the BSW program are:

1. The program will practice within the values and ethics of the social work profession, including:
  - a. identifying and articulating one's own personal values;
  - b. explaining how one's own values impact assessment and intervention;
  - c. employing the NASW Code of Ethics in social work practice;
  - d. identifying ethical dilemmas affecting practice and services to clients;
  - e. resolving ethical dilemmas using appropriate decision-making processes;
  - f. practicing without discrimination on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, or sexual orientation;
  - g. engaging in continued professional growth and development
  
2. The program will demonstrate cultural humility in practice for work in diverse cultural contexts including:
  - a. describing diversity within and between groups;
  - b. analyzing the forms and mechanisms of racism, oppression, and discrimination and their impact on client systems;
  - c. critically analyzing and applying culturally appropriate theories and knowledge about client systems within environmental contexts;
  - d. employing an ecological perspective in their work with diverse client systems
  
3. The program will use practice knowledge, skills, and theory to promote alleviation of poverty, oppression, and other forms of social, economic and environmental injustice including:
  - a. using theoretical frameworks to understand individual development and behavior across the lifespan;
  - b. analyzing historical and current trends in social welfare policy and service delivery;
  - c. analyzing research relevant to service delivery;
  - d. using knowledge of economic, political, and organizational systems to analyze, influence, and  
  
a. implement policies consistent with social work values
  
4. The program will support functioning effectively within the structure of organizations and across service delivery systems including:
  - a. using appropriate practice relevant technologies within the context of organizational
  - b. resources and facilities;
  - c. using supervision and consultation appropriately to improve practice and enhance services to clients;
  - d. coordinating with and within service delivery systems, using internal and external resources
  - e. professionally

5. The program will use the generalist practice model with client systems of all sizes including individuals, families, groups, organizations, and communities including:

- a. engaging clients by understanding and applying theories of human behavior and the social environment;
  - b. using knowledge and theories of individual, family, group, organizational, and community, to assess interactions among individuals;
  - c. applying relevant research findings to social work practice;
  - d. employing evidence-based best practices to intervene with individuals, families, groups, organizations, and communities;
  - e. use client-centered methods to evaluate processes and outcomes at all levels of practice
- a. using oral and written communication skills appropriate to client systems, colleagues, and community members;
  - f. applying critical thinking skills to social work practice;
  - g. working collaboratively with professionals from other disciplines, evaluating one's own practice effectiveness and sharing findings;
  - h. demonstrating professional use of self through self-awareness and appropriate use of supervision;
  - i. utilizing a strengths perspective in their work with diverse client systems;
  - j. employing appropriate social work roles of advocate, case manager, broker, enabler, facilitator, mediatory, educator and evaluator.

## **II. Application to the Major**

### **Pre-Social Work Status**

Students typically enter Waldron College as pre-social work majors (designated PSWK) and are advised by the Highlander Success Center and the BSW Program Coordinator in the School of Social Work. The Advising Office provides guidance regarding University policies and progression through general education. The faculty member prepares a plan of study for the student and provides an introduction to the policies and procedures of the School. Before being admitted to the major and to upper-division social work courses, the student must complete pre-major requirements and complete an application to the major.

### **Admissions Criteria**

Applicants must meet academic and non-academic standards for successful admission, progression through and graduation from the BSW program. In order to assist students in developing the knowledge base and social work practice skills necessary to be successful generalist social work practitioners, the School of Social Work has developed technical standards and a process to become a social work major.

Applications are accepted once per semester, due by close of business on the first Friday in October and the first Friday in March. Applicants must meet the following criteria for admission into the Social Work major from pre-Social Work:

- Have a minimum overall GPA of 2.7; however, the actual GPA required for admission may be significantly higher as admission is competitive. Transfer students are advised that after 24 credit hours are earned at Radford University, the Radford University GPA is used for admission. Transfer students who have earned less than 24 credit hours at Radford University are advised that the combined GPA for all coursework is considered.
- Have passed with a “C” or better (a C- is a failing grade) all of the following courses: SOWK 101, SOWK 220, BIOL 104 OR 105 OR PBHL 310, PSYC 121, SOCY 110, and ENGL ;
- Meets professional standards as described in the “Waldron College of Health and Human Services Standards of Professional Practice Education.”
- Completes required application and submits it on time; and
- Provides all required documents.
- As part of the admissions process, interviews may be conducted by the School of Social Work Undergraduate Committee.

#### Life Experience/Previous Work Experience

The School of Social Work follows the Council on Social Work Education’s guideline that no academic credit be given for life experience or previous work experience.

#### Upper level academic policies

In order to be eligible for field (SOWK 489) and the capstone course (SOWK 490), students must:

- Continue to meet professional standards as described in the “Waldron College of Health and Human Services Standards of Professional Practice Education.” A student who does not meet the professional standards at any time during enrollment in the major will meet with their advisor and the BSW Coordinator to develop a remediation plan;
- Have passed all required social work courses with a C or better. This includes all SOWK courses, SOCY 250 or 331 or PSYC 250, PSYC 343 or 361, PSYC 439. If a student receives a C- or below in any course, a student may retake the course one time. If the student does not pass the course with a C or higher on the second try, the student will be dismissed from the program;
- Achieve an overall 2.7 GPA or better;
- Achieve a 2.8 GPA or better for social work courses;
- Have their own transportation to and from practicum agencies; and
- Have completed all coursework.

To graduate a student must:

- Achieve a GPA of 2.7 overall and 2.8 in social work courses; and

- Achieve a grade of “pass” in SOWK 489 and a C or better in SOWK 490.

### **III. Curriculum**

The BSW program is offered through two sites: (1) at the Radford University campus and (2) the Radford University extended campus located at the Roanoke Higher Education Center in Roanoke, Virginia. Program options at both sites are similar in structure and identical in outcome. The Council on Social Work Education has accredited both sites. The basic BSW program is available at either site although course scheduling, and some policies and procedures differ depending on the site. Each student must choose one program, from which to be admitted and graduate, and must follow the policies and procedures for that specific site. Courses may be taken at either campus as arranged with a student’s advisor. The social work program on the Radford campus offers a full-time option to students while the Roanoke extended campus offers a two year full-time evening or a three year part-time evening program designed to accommodate working individuals.

#### **Requirements**

All undergraduate social work majors take the same basic course work, called a generalist concentration, which prepares them for entry level practice in any social work setting. Required courses include human behavior and the social environment, social welfare policies and services, research, counseling interventive methods, and field instruction and internships. Students also have the option of taking one or more elective courses (if offered) in child welfare, crisis intervention, international social welfare practice, gerontology, and conflict mediation to prepare them for special areas of interest.

Required Social Work courses may not be taken as an independent study.

A faculty member may offer a maximum of six credit hours of Independent Study per semester.

#### Upper level academic policies

In order to be eligible for field (SOWK 489) and the capstone course (SOWK 490), students must:

- Continue to meet professional standards as described in the “Waldron College of Health and Human Services Standards of Professional Practice Education.” A student who does not meet the professional standards at any time during enrollment in the major will meet with their advisor and the BSW Coordinator to develop a remediation plan;
- Have passed all required social work courses with a C or better. If a student receives a C- or below in any course, a student may retake the course one time. If the student does not pass the course with a C or higher on the second try, the student will be dismissed from the program;
- Achieve an overall 2.7 GPA or better;
- Achieve a 2.8 GPA or better for social work courses;

- Have their own transportation to and from practicum agencies; and
- Have completed all coursework.

To graduate a student must:

- Achieve a GPA of 2.7 overall and 2.8 in social work courses; and
- Achieve a grade of “pass” in SOWK 489 and a C or better in SOWK 490.

#### Life Experience/Previous Work Experience

The School of Social Work follows the Council on Social Work Education’s guideline that no academic credit be given for life experience or previous work experience.

With advisor approval, a student may compress the upper level social work courses from four to three semesters if they meet the following criteria:

- 3.25 GPA;
- More than 75 credits earned;
- 9 or fewer required non-SOWK courses to complete; and
- B or above in SOWK 101/200, 210/220, SOCY 110, and PSYC 121.

#### Additional required courses (28 credits)

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- BIOL 104 or BIOL 105 or PBHL 310
- STAT 130 - Understanding Statistics in Society or
- STAT 200 - Introduction to Statistics
- PSYC 121 - Introduction to Psychology
- SOCY 110 - Introduction to Sociology
- SOCY 121 - Understanding Cultures
- ENGL 306 - Professional Writing or
- ENGL 307 - Business Writing
- SOCY 250 - Social Inequality or
- SOCY 331 - Race and Ethnic Relations or
- PSYC 250 - Psychology of Diversity
- PSYC 439 - Abnormal Psychology
- PSYC 361 - Psychology of Personality or
- PSYC 343 - Social Psychology
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#### Pre-professional Courses (3-9 credits)

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- SOWK 101 - Introduction to Social Work

- SOWK 220 – Introduction to Social Justice or
- SOWK 291 - BSW Bridge Course (transfer students only)

Professional Courses (44 credits)

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- SOWK 300 - Human Behavior in the Social Environment: The Life Course
- SOWK 301 - Human Behavior in the Social Environment: Theories
- SOWK 321 - Social Welfare Policy
- SOWK 330 – Community Practice
- SOWK 350 - Introduction to Social Work Research
- SOWK 422 - Individual Practice
- SOWK 423 - Group Practice
- SOWK 424 - Organizational and Policy Practice
- SOWK 426 - Case Management Practice
- SOWK 485 - Introduction to Professional Behaviors
- SOWK 489 - Social Work Field Education
- SOWK 490 - Social Work Capstone

Electives (39-45 credits)

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Total Credits Needed for Degree 120

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Note:

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To graduate with Latin honors from RU, a student must complete 60 semester hours of credit at RU with at least a 3.5 overall GPA. If a student graduates with at least a 3.5 GPA, but less than 60 semester hours, the designation of “with distinction” will be on the student’s diploma and transcript.

#### **IV. Academic advising and Communication**

##### **Advising Process**

While the student is ultimately responsible for meeting the requirements of the academic program, there is, in the Waldron College, an advising team to assist in these decisions. The team members include the student, the faculty advisor, and the Advising Center staff. Advising is a continuous process of clarification and evaluation of progress toward educational and life goals.

All main campus undergrad students are **required** to attend Advising Day prior to registering for the following semester. If a main campus student misses Advising Day, the student will submit an explanation to the BSW Committee explaining the circumstances.



RHEC students are required to meet with their academic advisor. In this meeting the student and advisor will monitor progress toward the completion of the degree, plan class schedules, and obtain the necessary PIN in order to register.

**This is a reminder that completing all degree requirements is the responsibility of the student.** Students need to use this manual, along with the University Catalog. Many university requirements are described in detail in the Catalog, but not in the BSW Student Handbook. Some of the requirements are listed below:

- An overall GPA below a 2.7, and below 2.8 in the SW major.
- A social work course may be repeated in an attempt to earn a “C” only one time before a student will be dismissed from the program. Students failing to earn a “C” the second attempt will be referred to Waldron College Academic Advising for planning outside the social work major.
- At least 45 credits and 50% of the major requirements (as defined by the Department) must be completed at Radford University.
- Students may repeat up to three courses, and withdraw from five courses, while at Radford University.
- You must choose approved Core courses for the social work major, otherwise it will not count towards fulfilling your degree requirements.
- Of the last 39 credits for the degree, 30 must be completed at Radford University.
- To graduate with Latin Honors (distinction), the student must graduate with at least a 3.5 overall GPA and complete at least 60 credits at Radford University. Roanoke students are eligible for Latin Honors so long as they have their final 60 credits at RU. Many RHEC transfer students do not need 60 credits to finish their degree, so do not receive individual Honors like Cum Laude. However, anyone with a 3.5 and above GPA, regardless of credits completed, gets “With Distinction” on their diploma and transcript.

**NOTE: *Intent to Graduate*** forms will be due around the middle of September for students graduating in May of the following semester. Forms are available online or at the Waldron College Advising Center. It is important that these forms be completed promptly, as the Advising Center will use them to check and make sure all students have enough credits to graduate.

### **Email**

The University and faculty communicate to students through email so it is important that students regularly check their email. Email accounts are provided to students upon admission. The School of Social Work communicates to students through their Radford University email accounts.

It is important that you regularly check your Radford email for messages about courses, advising, registration, field, and other requirements and opportunities.

### **Faculty office hours**

Faculty are in their offices during designated hours each week. These hours are posted outside their office doors and are also provided on their course syllabi for that semester. When student schedules conflict with faculty office hours, students should contact the faculty member to arrange other meeting times.

## V. Field Education Program

It is important that each student review the Field handbooks and other materials on the Social Work website: <https://www.radford.edu/content/wchs/home/social-work/academic-programs/field-program.html>

The field experience is an integral part of the Social Work Program. It is a special kind of learning experience which complements and “gives life” to classroom learning. It gives the students the opportunity to learn about people, about social problems, about service delivery systems, about helping, and about yourself as a helping professional. Students are placed in an agency to experience educationally directed experiences through which they can translate the knowledge, values, and skills acquired throughout the curriculum into professional practice with clients. The agency field instructor and the university faculty liaison closely collaborate to achieve this in the field instruction program. This is done through a semester long internship within a local human service agency. Students are able to observe and work directly with professionally trained and educated social workers within the context of generalist social work practice.

Social work seniors are required to successfully complete a 400 hour internship during their final semester, either in the Spring or Summer semester.

The precise scheduling of hours (days, evenings, weekends) may vary according to the agency needs, clients’ schedules, and opportunities for student learning experiences. This is arranged between the student and the agency field instructor. In this process, the student works closely with the university field liaison who is the social work faculty member who provides leadership in the weekly seminar, visits the field site, and works cooperatively with the field instructor to maximize the student’s learning experience. The field instructor is the individual in the agency who provides the direct supervision of the student’s experiences.

### Eligibility for Field

1. A student **must** have completed all required academic courses with an overall GPA of 2.7 and 2.8 in the major to be eligible for field. No student will be allowed to interview for a field placement until proof is provided that the eligibility requirements are met. An application is required for admission into both courses, SOWK 489 and SOWK 490. Once completed, it is to be turned in to the Coordinator of Field Education.
2. An interview will then be conducted with each student to best determine his/her placement.
  - a. During this interview, the student must present the Field Coordinator with a

- document proving that his/her GPA meets the required level.
- b. If not, the interview will be discontinued; the student then has one semester to earn the necessary GPA requirements.
  - c. If the student cannot achieve the necessary GPA by the end of the following semester, s/he will be dropped from the program.
3. These experiences foster the integration of empirical and practice-based knowledge and promote the development of the student's professional competence in the area of generalist social work practice.
  4. Students will need to provide transportation to and from a field site.

### Choosing a Field Site

The School of Social Work chooses field sites based on their identification with the purposes, values, and ethics of the social work profession, as well as having the capability of providing professional supervision to the student. *Students do not choose field sites.*

## VI. Student Rights, Responsibilities and

### Consequences

#### Radford Standards of Student Conduct

The Radford University Honor System provides the foundation for a university community in which freedom, trust, and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor System without compromise or exception. The students of Radford University believe that individuals have the right to compete fairly, to keep what they have earned, and to have others accept their word without question. Individuals have the responsibility to be honorable in their own conduct and to insist other students act honorably.

Lying, cheating, and stealing are considered to be acts of dishonor, and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. Students who commit an honor violation or any members of the Radford University community who have knowledge that a student has committed an honor violation are expected to comply with the reporting procedures.

- “I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards.”

[https://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPoliciesandProcedures/SA-PO-1300\\_StandardsofStudentConduct.pdf](https://www.radford.edu/content/dam/departments/administrative/policies/StudentAffairsPoliciesandProcedures/SA-PO-1300_StandardsofStudentConduct.pdf)

#### Waldron Colleges Standards for Professional Practice Education

As students in the Waldron College, students will read and adhere to the *Waldron College Standard for Professional Practice Education*:

<https://www.radford.edu/content/wchs/home/advising/standards.html> This document sets out Standards for Professional Practice Education that apply to students enrolled in the Waldron

College of Health and Human Services at Radford University involving the health, welfare, and safety of people across the lifespan.

The Standards for professional practice cover communication as well as interpersonal, cognitive, physical, and professional performance skills. Also covered is an overview of emotional and mental abilities necessary for professional practice. These include stress management and emotional and mental capabilities. Professional commitment, professional behavior, self-awareness, and ethical obligations are covered. Finally, the sources of evidence are provided, followed by the accommodations for disabilities.

Persons who teach and supervise students, along with program coordinators, assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of related professionals, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to make decisions in an ethical and competent manner.

## **NASW Code of Ethics**

### *Preamble*

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social [and economic] justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective and include service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience. The NASW Code of Ethics is found at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## Attendance policy

The School of Social Work prepares students for a specific professional career. Graduates from the School of Social Work substantially influence the most vulnerable and needy individuals, families, groups, and larger systems. An unprepared or poorly prepared BSW graduate poses a serious problem to the lives and welfare of these vulnerable, disempowered populations, and is in direct violation of our NASW Code of Ethics.

Students in the BSW program are expected to attend **all** classes. However, life circumstances sometimes prevent a student from attending a class. In the interest of ensuring competent graduates, the School of Social Work BSW Program limits the number of acceptable class absences and tardiness, *for any reason*, to two per course per semester.

### Rationale:

- Each class presents important knowledge through lecture, the richness of class discussion, and class exercise. This necessary professional knowledge builds on previous class lectures, discussions, and exercises, and is non-replicable.
- A student who misses class is at risk of lacking the knowledge necessary to function as an effective, ethical provider of social work services; this is in violation of the NASW Code of Ethics which guides our profession and professional behavior.
- Tardiness, or coming to class later than 10 minutes after class begins, may be counted as an absence at the discretion of the instructor.

A student who has a condition or circumstance that requires more than two absences per course per semester is advised to take other required university, non-major courses, or enroll in another major permanently, or until the situation changes.

More than two absences per semester will result in a lower final grade. The standard for the School of Social Work is 10% reduction for each absence after two. Individual professors have the right to choose how they reduce the final grade for *absences and tardiness*.

Classes that meet for 50 minutes 3x/wk can tolerate 6 absences/semester. Classes that meet for 80 minutes 2x/wk can tolerate 4 absences/semester.

Classes that meet for three hours once/week can tolerate two absences per semesters.

## Social Media

Students are encouraged to remember that all social media takes the form of a *public* forum. What this means to you is that anyone can read your posts, even if you think it is private. This includes current employers, future employers, clients, counselors/therapists, professors, parents, attorneys, and other professional contacts. Expected professional behavior includes discretion when using social media. Review the NASW Code of Ethics for more information on social media usage.

## Expected professional behaviors

All students have a Rubric for Assessing Professional Behaviors form in their student file. Students will also be given a copy of the form and rubric on their first day in SOWK 289/291

and SOWK 300. Failure to consistently score “Acceptable” or above may preclude enrollment in or attending Field, and/or continuation in the social work program.

A copy of the rubric is attached at the end of the handbook.

## **Responsibilities**

### **Copyright**

For guidance on copyright issues, please refer to the Library’s website:  
<http://www.radford.edu/~libr-web/copyright.html>.

### **Inclement Weather Policy**

Students should check with the University switchboard (831-5000) to see whether classes have been delayed or cancelled. If the University opens late, students are still required to attend the remainder of a class that began before the university opened. (For example, if the class is 9 am – 11 am and the University opens at 10 am, students must attend the class from 10 am – 11 am.)

### **Policy regarding eating/drinking in classrooms**

Most social work classes on the Radford campus are held in Waldron Hall and on the Roanoke extended campus at the Roanoke Higher Education Center. These classrooms contain technology that may be affected by liquid and foreign matter. Therefore, students are discouraged from eating or drinking in classrooms.

### **Instructor/Course evaluations**

Students have the opportunity and responsibility in each class to evaluate the class and the instructor. In addition, information from students is gathered periodically through surveys, focus groups, and student interviews. The purpose of this information is to provide data for program evaluation and to determine if students are really meeting the student objectives of the program. The focus of this effort is formative and helps determine areas of strength and those in need of improvement.

### **Textbooks**

Textbooks required for each class are listed on each course’s syllabus. Texts may be purchased through the Radford University bookstore.

## **Remediation Plans**

If a student has academic or professional performance problems that could hinder progress or result in dismissal from the program, the student will meet with the BSW Coordinator or the RHEC Site Coordinator. The Coordinator or the student may invite the Field Coordinator, the student’s advisor or other faculty member(s), depending on the concerns.

Together a written plan of remediation will be developed. The plan will include: a description of the presenting problem; measurable steps to resolve the problem; and a timeframe for completion

of each step.

The plan will be shared with the BSW Committee. The Committee will decide if the student should be brought before the committee for further action, including possible dismissal from the BSW program.

### **Dismissal from the BSW Program**

A student could be dismissed from the BSW Program if one or more of the following occurs:

1. An overall GPA below a 2.7, and below 2.8 in the SW major
2. Plagiarism
3. Repeating a SOWK course and failing to achieve a C or better the second time the course is taken.
4. Failure to adhere to the Waldron College Standards for Professional Practice;
5. Failure to adhere to the National Association of Social Workers Code of Ethics;

If a student is dismissed from the program and wishes to file a grievance, the grievance must be filed within fifteen (15) classroom days of the start of the next semester. The BSW Coordinator will convene a committee to review the grievance. The decision of the committee is final.

A finding by the conduct board of failure to adhere to the Standards of Conduct could result in dismissal from the program.

### **Student Complaint and Grievance Procedure**

Students may appeal a grade by following University procedures:

<https://www.radford.edu/content/registrar/home/about/academic-policies/grade-appeal.html>

Students may appeal program decisions other than course grades, or may feel that a university employee or course has not lived up to social work ethics or ideals. This informal complaint and grievance process is used if the student feels they were treated unfairly, or has a complaint regarding a university employee or course; it should not be used merely because the student does not like the outcome of the process. Students have the opportunity to grieve a decision made by the BSW program (by the BSW Coordinator, the BSW Committee, or the Field Committee), ~~grades~~, or to resolve a complaint against a university employee or the climate of a course, by following the procedures stated below.

#### Informal Complaint and Grievance Resolution Process

In an attempt to resolve the disagreement in an informal and cooperative atmosphere, the student must begin the grievance process by contacting the university employee (for a concern about a particular person). For programmatic decisions students should contact the BSW coordinator. This discussion should take place within 10 classroom days after the experience of concern or notification of the decision in question. The BSW Committee and the School of Social Work believe that this is the preferred way of resolving problems or

complaints, and that most issues can be addressed through an informal process of mutually respectful discussion.

A student may contact the BSW coordinator regarding the complaint if they are unable to come to a satisfactory resolution with the university employee. If a resolution is not reached with the BSW Coordinator, the student may contact the Director of the School of Social Work.

## **VII. University Support Services**

### **Computer Labs**

There are a number of computer labs on campus. These labs have different operating hours and different software loaded on the computers. This information is found on the Radford University technology web page at <https://www.radford.edu/content/it/home/it-support/labs.html>

### **Library**

McConnell Library serves the University community as a resource for students. An online tutorial for use of the library can be found online at <http://lib.radford.edu/tutorial/index.asp>. In order to use many of McConnell Library's services, you will need to use your RU email account. Reference librarians can be contacted by phone, email, and chat.

### **Job Placement Assistance**

The Center for Career and Talent Development has a mission to “create an innovative community that fosters career and talent development. Where students can collaborate with career coaches, employers, faculty and alumni to discover their career path, gain relevant experience, and thrive.” Further information may be found at their web site: <https://www.radford.edu/content/career-services/home.html>

Faculty in the School of Social Work can also provide career advice, and share employment opportunities via email and bulletin boards, as appropriate.

### **Disability support**

The Center for Accessibility Services (CAS) is committed to providing equal educational opportunities for individuals living with disabilities. The CAS serves and supports students, parents, and visitors seeking reasonable accommodations under the Americans with Disabilities Act. The office is dedicated to the ongoing goal of access and inclusion so that an individual may fully participate in the university experience. <https://www.radford.edu/content/cas/home.html>

### **Student Counseling Services**

While pursuing your academic career, developing your own interpersonal skills will be just as important to your future as the grades you make. Some of your developmental tasks will



include dealing with emotions, becoming more independent and interdependent, continuing to discover who you are (identity issues), managing interpersonal relationships, clarifying career and lifestyle goals, and developing a sense of confidence and competence.

The staff of Student Counseling Services knows the importance of being able to sit down and share your innermost concerns with a professional counselor in a confidential setting. All currently enrolled Radford University undergraduate and graduate students are eligible for counseling services at the Student Counseling Services free of charge.

For more information, visit the Student Counseling Services website at <http://www.radford.edu/content/student-counseling/home.html>

### **The Office of Substance Abuse and Sexual Assault Education**

Radford University's Substance Abuse and Violence Education Support Services (SAVES) is dedicated to reducing negative consequences related to substance abuse and/or violence through campus wide initiatives that address these issues and promote student success.

<https://www.radford.edu/content/saves/home.html>

## **VIII. Student Organizations**

Social work majors have the opportunity to participate in five social work organizations on either campus.

- Phi Alpha is the National Social Work Honor Society and its membership is comprised of those social work students who have achieved and maintained academic distinction. The chapter is a student-run organization. Membership is open to all social work majors.
- The Social Work Club sponsors activities such as social events, community service projects, and various academic committees within the School of Social Work.
- Two student advisory councils, one in Radford and one in Roanoke, interact with school faculty to address issues of concern related to the social work educational experience. Representatives of the student body participate in the School of Social Work official academic meetings.
- A National Association of Black Social Workers student chapter is available for students of color.
- The Radford University National Association of Social Workers (NASW) student chapter provides social work students an opportunity to become active in the profession's leading organization. Members are afforded an opportunity to enhance their knowledge over issues impacting the profession, attend specialized training workshops at discounted rate, and network with professionals in the field. Students participating in the student chapter are encouraged to join NASW, which offers a special student rate. Membership applications may be obtained at the school.

## **IX. Awards and Funding Opportunities**

Exceptional undergraduate students are eligible for awards that are given through the School of Social Work and acknowledged during the commencement ceremony each summer.

All BSW faculty can nominate distinguished students one time a year for these departmental awards which include: *BSW Student of the Year- Junior*; *BSW Student of the Year- Senior*; *BSW Service and Leadership*; *BSW Commitment to Social Justice Award*

BSW students nominate a fellow student for the following award each year: *BSW Most Collegial*

Following are the criteria for the awards listed above:

- *BSW Student of the Year- Junior*: Awarded to a BSW student in their junior year, based on outstanding academic achievement, active engagement in the classroom, excellent teamwork, and a commitment to professional social work values.
- *BSW Student of the Year- Senior*: Awarded to a BSW student in their senior year, based on outstanding academic achievement, active engagement in the classroom, excellent teamwork, and a commitment to professional social work values.
- *BSW Service and Leadership Award*: Awarded to a BSW student of any class (e.g., sophomore, junior, senior) who has shown exceptional commitment to service and leadership through their volunteer activities.
- *BSW Commitment to Social Justice Award*: Awarded to a BSW student of any class (e.g., sophomore, junior, senior) who has demonstrated exceptional commitment to the values and ideals of social justice through their academic work and extracurricular activities.
- *BSW Most Collegial*: The Most Collegial award is intended for student(s) whose behavior exemplifies collegiality with their peers, and is voted on by BSW students. Students from the BSW program will have an opportunity to nominate one of their peers for the award, as well as provide an accompanying narrative describing why they nominated this peer. The student with the most nominations will be selected for the award.

Following are the procedures for award nominations and designations:

- Faculty will complete a nomination form by the first week of March. For the most collegial award, students will be asked to vote for a fellow student via a Qualtrics survey link and responses will be sent to BSW Program Coordinator.
- At the March BSW Committee meeting, all nomination forms will be reviewed and voted on by faculty, with the exception of the most collegial award which will be awarded to the BSW student(s) with the most nominations from their peers.
- The commencement program will be notified when the award recipients are graduating Seniors by 4/1.
- Students will be notified by 4/1 and recognized within department and during commencement.

### **Child Welfare Educational Stipend**

- Stipend is for students interested in working in public child welfare. The child welfare stipend recipient must work one year in child welfare for a Virginia DSS for every year stipend is received (stipend is \$10,000/year). There are some additional requirements for stipend students. Contact Erica Thornton for more information.

## Student Loans

- Federal Perkins Loan. Funded by federal government but is administered directly by Radford University.
- Federal Stafford Student Loan Work Programs

### Federal Work-Study Program

Federal program provides part-time jobs on campus for students with financial need as determined by the Free Application for Federal Student Aid (FAFSA).

- For financial aid information for international students, please visit the financial aid website at: <https://www.radford.edu/content/financial-aid/home.html>

## X. Professional Organizations

Association for the Advancement of Social Work with Groups <http://www.aaswg.org/>

Institute for the Advancement of Social Work Research <http://www.iaswresearch.org/>

International Federation of Social Workers <http://www.ifsw.org/>

Latino Social Workers Organization <http://www.lsw.org/>

The National Association of Black Social Workers <http://www.nabsw.org/mserver/Default.aspx>

National Association of Social Workers <http://www.naswdc.org/>

Rural Social Work Caucus <http://www.uncp.edu/sw/rural>

School Social Work Association of America <http://www.sswaa.org/>

The Society for Social Work and Research <http://www.sswr.org/>

Virginia Chapter of the National Association of Social Workers  
<http://www.naswva.org/>

### Social Work Related Web Sites

Virginia Board of Social Work <http://www.dhp.state.va.us/social/default.htm>

Council on Social Work Education <http://www.cswe.org/> , nonprofit national association recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the US.

New Social Worker <http://www.socialworker.com/home/index.php> , a magazine for students

and new graduates

Social Work Search <http://www.socialworksearch.com/>, a search engine devoted to social workers and other helping professionals.

World Wide Web Resources for Social Workers <http://www.nyu.edu/socialwork/ip/>, from New York University's School of Social Work.

## Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>1. Attendance:</b> Attends classes and related meetings (CSWE EPAS 2.1.1)	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number of meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
<b>2. Punctuality:</b> Is punctual and present (CSWE EPAS 2.1.1)	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor	Student is always on time and stays until the end of the class/meetings.
<b>3. Initiation of Communication:</b> Initiates communication with the professor/supervisor (CSWE EPAS 2.1.1; 2.1.3)	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of the anticipated tardiness/absence except an emergency, and then contacts the professor immediately thereafter.
<b>4. Respect:</b> Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)	Student is frequently disrespectful to the non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
<b>5. Self-Awareness:</b> Demonstrates self-awareness (CSWE EPAS 2.1.1)	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains high level of self-awareness about the impact of verbal and non-verbal communications.
<b>6. Diversity Awareness:</b> Demonstrates awareness and responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.

<b>7. Collegiality:</b> Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.
<b>Professional Behaviors</b>	<b>1</b> <b>Unacceptable</b>	<b>2</b> <b>Needs Improvement</b>	<b>3</b> <b>Acceptable</b>	<b>4</b> <b>Outstanding</b>
<b>8. Course Engagement:</b> Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussion and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
<b>9. Written Expression:</b> Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a low C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a high C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.
<b>10. Initiative &amp; Reliability:</b> Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1)	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time
<b>11. Responsiveness to Feedback:</b> Demonstrates evidence of motivation to improve oneself (CSWE EPAS 2.1.1)	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
<b>12. Compliance with Professional Requirements:</b> Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements and/or the Field manual.

Central Texas Code of Conduct, Field Education Manual, and as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)				
<b>Professional Behaviors</b>	<b>1 Unacceptable</b>	<b>2 Needs Improvement</b>	<b>3 Acceptable</b>	<b>4 Outstanding</b>
13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.
14. Quality and Quantity of Work: Strives for high quality work and meets assignment guidelines (CSWE EPAS 2.1.1)	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities (CSWE EPAS 2.1.1)	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Comments:

Professor's signature: \_\_\_\_\_

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

### Rubric for Assessing Professional Behaviors – Faculty Rating Form

Student:		Semester:
Time Frame of Review:	Program Admission:	Field:

Instructions: Using the RAPB Behavior List as a guide, please rate the student's performance based on your observations. If you have not had the student in a class or have not had the opportunity to observe the student, please put a line down the column or through the behavior you have yet to observe. Use the comments section for additional feedback. **Note:** Scores below 3 should include comments. If over 50% of scores are below 3 (average), a student advising meeting must take place.

Ratings:

1= Unacceptable, 2= Needs Improvement, 3= Acceptable, 4=Outstanding

Behavior/Faculty Rating				
1. <b>Attendance:</b> Attends classes and related meetings				
2. <b>Punctuality:</b> Is punctual and presents				
3. <b>Initiation of Communications:</b> Initiates communication with the professor/supervisor				
4. <b>Respect:</b> Demonstrates respect and support in relationships				
5. <b>Self-Awareness:</b> Demonstrates self-awareness				
6. <b>Diversity Awareness:</b> Demonstrates awareness and responsiveness to diversity				
7. <b>Collegiality:</b> Demonstrates collegiality and collaborative interactions				
8. <b>Course Engagement:</b> Demonstrates appropriate engagement in class activities/discussions				



9. <b>Written Expression:</b> Strives for a high level of written expression				
10. <b>Initiative &amp; Reliability:</b> Demonstrates initiative, reliability and dependability.				
11. <b>Responsiveness to Feedback:</b> Demonstrates evidence of motivation to improve oneself				

Behavior/Faculty Rating				
12. <b>Compliance with Professional Requirements:</b> Demonstrates compliance with the professional conduct policy in the Social Work Program and Field Education Manual				
13. <b>Compliance with the NASW Code of Ethics:</b> Demonstrates compliance with the Code of Ethics in its entirety				
14. <b>Quality and Quantity of Work:</b> Strives for high quality work that meets assignment guidelines				
15. <b>Professional Appearance:</b> Displays professional appearance that does not interfere with professional relationships/responsibilities.				

Comments: