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# BSW Student Handbook

## 2018-2019

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UA Little Rock School of Social Work

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<http://ualr.edu/socialwork/>

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## **Welcome from the School of Social Work Faculty**

Social work is a growing, dynamic profession that offers many challenges and rewards. The School of Social Work (SSW) at UA Little Rock is committed to preparing students to engage in social work practice at the micro, mezzo, and macro levels. Our aim is to deliver social work education in a style that challenges students to think differently about problems faced by our most vulnerable populations.

Consistent with the mission of the social work profession, graduates of our program are prepared to apply the values of social justice and self-determination to their work with individuals, families, groups, organizations, and communities. Empowering students to recognize the implications of race, gender, sexual orientation, gender identity and expression, age, religion and spirituality, health status, and economic hardship prepares them to more effectively deal with the complexity of the human condition. Through the application of these concepts, students develop the analytical and technical skills necessary for professional social work.

Welcome to the social work profession. The challenges you face at the UA Little Rock School of Social Work will prepare you for a rewarding and fulfilling career in social work practice. You will learn about change, joy, sorrow, resilience, hope, faith, and much more. We look forward to working with you.

## **History, Mission and Goals of the School of Social Work**

The School of Social Work was established in 1965 as part of the University of Arkansas at Fayetteville and became part of the University of Arkansas at Little Rock in 1975. The School of Social Work began as a graduate program and was the only MSW program in the state for many years. In 1998, we started the BSW program. Both have remained accredited by the Council on Social Work Education (CSWE) since their inception.

### ***Mission***

“The mission of the UALR School of Social Work is to prepare ethical graduates who accept and appreciate diversity, who empower people and communities to meet the challenges of poverty and social and economic injustice, and who serve oppressed and vulnerable populations at the local, state, national, and international levels.”

*(The School of Social Work includes the Graduate Social Work Program, the Bachelor of Social Work Program, the postgraduate Certificate Program in Gerontology, and the MidSOUTH Center for Training and Education.)*

The School of Social Work pursues this mission through providing undergraduate, graduate, and continuing education, through the engagement of faculty and students in community service, and through adding to the practice knowledge of the profession.

In support of our mission, we see the school, the faculty, and our students as an important resource to the communities where we offer our program and to the state as a whole. Motivated by our profession's commitment to make social institutions more humane, we seek opportunities to collaborate with public human and community service systems.

The School of Social Work, part of the College of Education and Health Professions at UA Little Rock, has a Community Advisory Board comprised of a broad range of practicing social workers along with leaders in social service agencies and systems. The Advisory Board helps keep us in touch with the changing needs of the clients and deliverers of social services, as well as with what is required of social workers in the workplace.

### ***Goals of the School of Social Work***

1. To prepare generalist and advanced practitioners for careers in social work.
2. To add to the practice knowledge base of the social work profession through the provision of critical thinking skills, scientific inquiry, faculty research and applied scholarship.
3. To build and maintain collaborative relationships with community health and social welfare organizations and community groups in promoting effective and efficient

service delivery, and the development of resources to meet the needs of client populations.

4. To advocate for and encourage the dignity and worth of the person and the empowerment of oppressed and vulnerable client populations.
5. To ensure graduates are knowledgeable of the profession's missions, values, principles, and standards, and will seek the well-being of the client population in a consistently ethical manner.

### **School of Social Work Organizational Structure**

The Director of the School of Social Work (SSW) is appointed by the Dean of the College of Education and Health Professions (CEHP) on the recommendation of the faculty and is responsible for administrative functions and for the implementation of policies by the university and by the department faculty. The Director is administratively responsible to the Dean of the College of Education and Health Professions (CEHP).

The director oversees several programs within the School of Social Work (SSW): the Bachelor of Social Work Program (BSW), the Master of Social Work Program (MSW), the MidSouth Training Academy, and a certificate program in Gerontology. The BSW program is directed by the BSW Program Coordinator, who is administratively responsible to the Director of the SSW. The BSW Field Coordinator is administratively responsible to the BSW Program Coordinator. Both positions serve as full-time faculty. The program has additional nine month faculty members. Faculty from the MSW program, visiting faculty, as well as adjunct faculty from the community share their experience to fulfill teaching and field liaison roles. The curriculum committee, consisting of the BSW Program Coordinator, the BSW Field Coordinator, full-time BSW faculty, and a student representative, make policies affecting course design and accreditation decisions.

### **Mission of the Bachelor of Social Work Program**

"The mission of the Bachelor of Social Work Program at the University of Arkansas at Little Rock is unique: we are the only undergraduate social work program in the state that is located in a metropolitan university as well as in the state's Capitol. We are committed to the values of diversity, human rights, and social justice. With this value base, we educate our students in the knowledge, values, and skills necessary for generalist practice within our diverse population and prepare students for graduate and lifelong learning." (Revised April 2010)

### **Goals of the Bachelor of Social Work Program**

The UALR BSW program prepares students to:

1. Engage in generalist practice at the micro, mezzo, and macro levels.
2. Engage in culturally affirming practice with diverse populations.
3. Engage in practice that is consistent with the Code of Ethics.

4. Evaluate individual, group, and community practice.
5. Identify client strengths and challenges.
6. Utilize the knowledge of human development in a social environment to guide assessment, intervention, and evaluation.
7. Advocate and promote social justice.
8. Advocate on behalf of policy change.
9. Contribute to the knowledge base of the profession.
10. Engage in lifelong learning, including the pursuit of graduate study.

### **Competency-Based Education**

In 2008 the Council on Social Work Education (CSWE) introduced new Educational Policy and Accreditation Standards (EPAS) for all BSW and MSW programs. Whereas previous CSWE standards focused more on what went “into” programs in the form of content, the focus of the new standards was on “outcomes,” or what students were expected to “do” by the time they graduated. Programs were required to incorporate ten core competencies, each of which included specific practice behaviors comprised of knowledge, values and skills. In 2015, these ten competencies were revised to the nine competencies below:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Each competency in the foundation and advanced curriculum includes its own unique set of practice behaviors—comprised of knowledge, values, skills, and cognitive and affective processes—that operationalize the competencies.

### **Student Organizations**

#### ***Student Social Work Organization (SSWO)***

The mission of the Student Social Work Organization is to represent, lead and unify the student body within the School of Social Work, to decide and act responsibly for the students’ interests and to work with the Faculty and Administration within the School of Social Work and of UA Little Rock in the pursuit of our mutual interests and more. The Student Social Work Organization (SSWO) serves as the primary voice for social work students. Eligibility for

membership requires that a student be formally admitted to any program in the School of Social Work and in good standing within said program, and payment of membership dues. Students who have declared social work as their major but are not formally admitted to the program may attend meetings and functions but do not have voting privileges. The SSWO generally meets monthly during the academic year while officers meet more frequently. Objectives of the SSWO include:

- To engage social work students in professional networking by encouraging all UALR social work students to join SSWO.
- To provide a variety of meeting forums that range from networking, professional development, and socialization as relates to the social work profession at large.
- To collaborate with other organizations and entities within and without the campus who share similar missions/purposes in alignment with social work ethics, values, and principles.

### ***Phi Alpha Honor Society***

"The Purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work" (Phi Alpha Honor Society, 2010).

At UA Little Rock, the Nu Delta Chapter of Phi Alpha Honor Society promotes excellence in both scholarship and service. Our chapter is open to both BSW and MSW students who have excelled in both areas. Eligibility requirements for membership in Phi Alpha as a BSW student include:

- Be a junior or a senior in the BSW Program.
- Have at least a 3.25 GPA in at least 9 credits of social work classes.
- Have at least a 3.0 overall GPA.

## **Career Opportunities**

Bachelor level social workers have more opportunities than ever before as central Arkansas grows in population and in service oriented agencies. The Arkansas Department of Human Services- Division of Children and Family Services (DCFS) is the largest organization in the state that hires bachelor level social workers, and they are continually upgrading their standards to achieve a professional staff of service workers—both in direct service roles and in supervisory roles. Agencies working in conjunction with the health care field, whether they are inpatient/outpatient, physical/mental health or resource development, are hiring BSW graduates to fill these positions. Welfare reform has created a need for more in-depth assessments of individuals and families, job training, and referral services, all with which the bachelor level social worker is prepared to work. Agencies working with youth services, aging issues, veterans, or addictions also have a place for the bachelor level social worker.



## **Beginning the Program**

Students in the social work program are responsible for becoming familiar with the campus policies and regulations outlined in the [UALR Undergraduate Catalog](#) and for complying with them. Students are expected to familiarize themselves with attendance policies, grading guidelines, and expectations for each course. Absences from class will result in failure to be informed about grade or assignment adjustments, schedule changes, educational content, or other pertinent information. Absences of more than 20% may be cause for failure of a class. It is the student's responsibility to learn of any information that has been disseminated during class time.

Syllabi are distributed for each course at the beginning of the semester. The course syllabus will contain educational objectives, departmental policies, grading guidelines, assignments, and schedules. The course syllabus is considered a contract between the student and professor; however, minor adjustments may be made during the semester to accommodate instructor or student needs or unexpected circumstances such as inclement weather, illness, or power outages.

## **Life Experience**

The BSW Program does not give academic credit in the field internship or in any of the courses in the required social work professional core for life experience or for previous work experience.

## **Ongoing Advising**

After declaration of the social work major, students are assigned a social work faculty advisor. Social work majors are required to meet with a faculty advisor at least one time each semester for the purpose of academic and professional planning. Appropriate planning of social work courses is especially important because these courses are sequenced and most require the completion of prior course work to proceed to the next required courses. It is critical that students understand that academic planning is a *shared* activity, one that demands the active participation of both advisor and student. Students are notified of their assigned advisors prior to entering the program. Students are encouraged to meet with an advisor early in the fall and to stay in touch over the semester. All students should make a plan to be advised during the official advising period that occurs in the weeks preceding registration. Students should come to the meeting with their proposed schedule for the upcoming semester as well as any questions about their course work and progress towards graduation. Many faculty are on 9 month contracts and will not be available for advising during the summer months, so students should plan accordingly.

### **The Three R's of Academic Advising:**

#### **Responsibility**

- Schedule regular visits.

- Take ownership.
- Be prepared.
- Follow through.

### Resources

- Learn policies, procedures, and requirements.
- Take advantage of opportunities.
- Use academic tools such as the Undergraduate Catalog, checklists for the major, School websites, etc.
- Read your UALR e-mail and academic notices.

### Relationship

- Foster open communication.
- Clarify your values, abilities, interests, and goals.
- Build a connection.
- Remember, advising is a two-way street.

Source: <http://www2.ku.edu/~distinction/cgi-bin/assets/files/UndergradCatalog2010.pdf>

## Scholastic Standards and Requirements

Formally admitted social work majors are expected to maintain a high standard of academic performance, as noted below:

- Students must maintain an overall GPA of **2.5** in all social work courses and a cumulative UALR GPA of **2.5**.
- Students whose grade point in social work courses falls below the minimum 2.5 will be placed on probation. Twelve additional hours in social work are allowed to bring the GPA to the required minimum. Students who fail to raise their GPA to at least a 2.5 will be dismissed from the BSW Program.
- Students who receive a grade of D or F in any social work class must retake the class.
- Students can only retake a social work class one time. Failure to successfully complete the class with a grade of C or higher after two attempts will result in dismissal from the program.
- Learning in a professional social work program is based in large part on the interaction that occurs between the instructor and the students as well as among students through collaboration and team building. Therefore, regular attendance in class is an expected professional responsibility of the student. Absences of greater than 20% of total class time can constitute grounds for grade reduction or course failure. Excessive tardiness may be considered to constitute absences.
- Students may be dismissed from the program if they violate the [National Association of Social Workers \(NASW\) Code of Ethics](#), the University's rules and regulations on

academic integrity and discipline, state or federal laws, and/or the Standards of Conduct explicated in this handbook. Students also may be immediately suspended from the program and/or their field placement, pending the appeals process, for violations of the above.

**If a student fails to meet the academic standards noted above, the student will be dismissed from the BSW Program.** The student will be notified of this decision in writing by the BSW Program Coordinator.

Please note that the BSW Program follows the university's policy regarding the transfer of course credit, as stated in the Undergraduate Catalog, except in the case of required social work courses for which a grade requirement exists. In these instances, the program's policy on grade requirements will supersede university policy. For social work courses, the transcript of every student who transfers from another CSWE accredited BSW program is reviewed by the BSW Program Coordinator who, in consultation with the BSW curriculum committee, makes decisions regarding the transferability of credit for previously completed social work courses. In cases where questions regarding content covered in courses exist, students are asked to provide a copy of the course description and the course syllabus. If this information is not sufficient, the BSW Program Coordinator contacts the originating BSW Program to obtain more information about the course. Students wishing to transfer social work courses must also provide a letter of good standing from their previous program.

### **Standards of Conduct**

Standards of conduct for students in the BSW program are consistent with university policies as well as the ethical standards and values of the social work profession. See the [UALR Student Handbook](#) for a listing of behaviors specifically discussed.

The [NASW Code of Ethics](#) explains the social work values that are emphasized in the social work program. Students should become familiar with the code and are expected to exemplify these standards whenever they are fulfilling their role as a social worker.

### ***Honor Code***

Social work faculty are committed to maintaining an atmosphere of academic excellence and integrity in the BSW program. Because of this commitment, students are expected to refrain from any act of dishonesty. The Honor Code is an essential aspect of the BSW program and is a commitment on the part of each student to maintain an atmosphere of intellectual integrity and academic honesty. An understanding of this commitment ensures that, as a student of the BSW program, one thereby affirms his/her own personal commitment to honor and integrity. Any confirmed violation of the Honor Code could result in a failing grade.

## **Plagiarism**

Plagiarism is taken very seriously and will be addressed in accordance with university policies as specified in the [UALR Student Handbook](#). UALR defines plagiarism as “To adopt and reproduce as one’s own, to appropriate for one’s own use and incorporate in one’s own work without acknowledgment, the ideas of others or passages from their writings and works” (UALR, 2008; see <http://ualr.edu/deanofstudents/index.php/home/academic-offenses/> for more info re: plagiarism and other academic offenses). If you have questions about what constitutes plagiarism, consult with your course instructor and/or faculty advisor. Additional information regarding plagiarism can be found at [UALR Copyright Central](#).

## **Social Work Field Experience**

Fieldwork is the primary ingredient, the “signature pedagogy,” in social work education. It is the culmination of academic preparation and serves to focus the student toward applying the knowledge, values, and skills learned in the core social work courses. Once students leave the classroom, they are grounded in a conceptual framework on which rests changed attitudes, newfound skills, and confidence in the system of change. To maintain high expectations and an eager spirit, the field practicum must be as rewarding as it is challenging. Such is the stage when the agency joins the School of Social Work to partner in educating future social workers.

The Council on Social Work Educational Policy 2.2 for the standards of the BSW explicit curriculum states “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline- to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum- classroom and field- are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.” (Council on Social Work Education, 2015, p.12)

The field experience occurs within an agency setting that engages in the practice of social work and provides a supervisor for the student in applying learned skills and a theoretical perspective with clients. The field experience is 240 hours per semester of direct practice experience provided to the student in exchange for the opportunity to observe, learn, and participate in designated areas of the agency over the course of the senior year. An agency field instructor will be the student’s main source of leadership and will act as a role model for the student to practice professional competencies. The field instructor will assist the student in designing the student’s own learning contract, in addition to setting the work schedule with the student, providing weekly supervision, and evaluating student work. The learning contract designates

how course objectives will be addressed and how each will be assessed (See BSW Field Manual for more details).

The field experience will be overseen by a UALR faculty liaison from the School of Social Work who will work closely with the field instructor at the agency to assist the student in the application of classroom theory and application skills. The faculty liaison is also the student's seminar instructor, bringing together interns in a seminar class which meets once weekly for two hours.

Students who have successfully completed core social work courses are eligible to apply for field experience in the spring semester of the junior year. "Successfully completed" indicates that all prerequisite courses are completed with a GPA of 2.5 in all social work courses and a 2.5 GPA overall. Applications will be turned in to the field coordinator and placements will be assigned before the fall semester of the senior year. Student interests and geographic location are factors in determining placement; however, learning needs of each student will be primary in placement assignment. Students are encouraged to meet with the BSW Field Coordinator to discuss any concerns they may have regarding the Field Experience.

More detailed information regarding the field experience, including when and how to apply, time requirements, and student roles, is included in the [BSW Program Field Manual](#), which can be found on-line on the BSW webpage. ***All students are encouraged to read the BSW Field Manual prior to applying for your field experience.***

Students who are considering dropping the field seminar or field experience courses are expected to first discuss this with their assigned Field Instructor, Faculty Liaison and the BSW Field Coordinator. When a student drops the field experience course with official consent, a decision will be made about whether the student can continue in the related practice course and seminar, and under what conditions, if any, the student will be placed in a different internship setting at a future date. These decisions are made by the BSW Field Coordinator in consultation with the Faculty Liaison and the Practice Committee. Students who drop a field experience course without prior discussion with the Faculty Liaison and the BSW Field Coordinator may be subject to dismissal from the program.

### **Formal Review Process**

At the School of Social Work, we have a professional obligation and responsibility to assure that our graduates (BSW/MSW) are fully competent to enter the social work profession. In addition to abiding by University and departmental policies regarding academic expectations and standards for conduct, all social work students are expected to abide by the National Association of Social Workers Code of Ethics.

Academic performance includes meeting grade expectations, being knowledgeable of and adhering to the [UA Little Rock's Code of Student Rights, Responsibilities and Behavior](#), and adhering to professional and ethical behavior in both the classroom and field settings. The School of Social Work encourages students, faculty, field instructors/adjuncts, faculty liaisons, and staff to work together to resolve problems that may arise. As a result, the Performance Review Committee referral should only be made after efforts have failed to produce a favorable outcome. In most instances, as a first step toward solving a problem, the School's **Professional Development Form** will be used to: (1) define the problem area; (2) develop clear goals and objectives; (3) and, set a timeline for follow up. If a student responds well to this process, no referral is warranted. However, if for any reason the student does not successfully resolve the problem, then a referral to the Performance Review Committee is warranted. The goal is for early problem identification, followed by efforts to remediate the problem between those closest involved to the situation.

The process described below is designed to resolve academic and/or professional behavior-related issues that are brought to the School's attention. The purpose of the review process is: identify the academic or professional performance issues that prompted the review; identify strategies to remediate the issues; create plans of action to facilitate student success; or, determine other outcomes necessary, which may include dismissal from the School of Social Work.

Referrals may be made to the Performance Review Committee for any of the following reasons:

1. Conduct that is inconsistent with the NASW Code of Ethics or state law.
2. Behavior that threatens the welfare of clients, agency personnel, faculty, or, other students.
3. Conduct that raises concerns regarding the student's suitability to practice social work.
4. Conduct that raises concerns regarding the student's intellectual or emotional capacity to perform the essential skills of social work practice.
5. Failure to demonstrate a minimal level of competence in one or more of the program's practice behaviors.
6. Conduct that raises concerns regarding how the student's behavior may be negatively impacting the learning environment for others.
7. Breaching HIPPA or related standards for handling client information.
8. Failure to follow internship site policies/procedures, including reporting.
9. Unprofessional behavior of any kind.
10. Failure to meet professional standards outlined in the UA Little Rock Student Handbook or the student's program's internship manual.

### ***Composition of the Performance Review Committee***

The committee will consist of three (3) School of Social Work faculty members who will serve two-year staggered terms. Both the BSW and MSW Field Coordinators will serve on the

committee as alternates, depending upon which program the student being referred is currently enrolled. If the student being referred to the committee is a BSW student, the BSW Field Coordinator will serve on the committee. If the student being referred is an MSW student, the MSW Field Coordinator will serve. The other two active members of the committee will include those who are tenured faculty members in the School of Social Work, or, those who are at the rank of Advanced, or, Senior Instructor. In the event that a student's academic advisor is a committee member, an alternate member will be selected by the Department Chair. The committee will select a chairperson, or co-chairs, at the beginning of each academic year. Students are excluded from membership on the committee to ensure privacy regarding the referred student.

### ***Committee Referrals***

A student may be referred to the committee by any School of Social Work faculty/staff member, faculty liaison, field instructor, fellow student, or self-referred. Referrals must be first made to the committee chair, using the designated referral form.

### ***Student Privacy and Confidentiality***

All procedures and communications relating to the academic and performance review process will be kept confidential; however, depending on the nature of the performance issue and outcome, it may be necessary for the committee Chair to share information to others directly involved in the situation. Members of the committee and all persons involved in the committee proceedings are expected to observe the confidential nature of the information shared and made available to them.

### ***Procedures***

The following are general procedures when a student is referred to the Performance Review Committee:

1. The Chair of the Performance Review Committee must, as an initial step, make the determination that every effort has been made to resolve the problem between the student and person making the referral. The exception to this process may include situations that warrant immediate referral.
2. If it is determined that a referral to the Performance Review Committee is warranted, the Chair provides a referral form to the person making the referral. The form is then completed and submitted to the committee Chair, who, within five (5) class days, notifies the student (through their UA Little Rock email account) and other committee members that a referral has been made, and provides a copy of the referral form to the student and each committee member. The chair will then schedule a committee meeting, which the student is expected to attend, within ten (10) class days of initial written notification to the student,. It is the responsibility of the student to contact the committee chair to confirm her/his intent to attend the meeting. If the student refuses to attend, the review will be conducted in the student's absence.

3. The student may elect to invite at least one supportive person to attend the meeting, providing this has been communicated to the committee chair at least 5 class days prior to the meeting. Generally, the student's academic advisor in addition to others who are deemed relevant to the situation may be invited to attend the meeting
4. Prior to the meeting with the student, the chair will gather all necessary information pertaining to the reason for the referral, and will be responsible for assuring that committee members are provided the materials regarding the student. Before the student and any possible guests enter the meeting, the committee members will first meet to orient themselves to the factors specific to the student's situation.
5. During the meeting with the student and any invited guests, the committee Chair is responsible for facilitating the process. The Chair will present the evidence provided by the person who made the referral, in addition to other relevant information obtained in regard to the student's situation. The chair will then provide the student the opportunity to respond to the evidence presented.
6. Once all the evidence regarding the situation has been presented and discussed, any invited guests will be dismissed, and the student will be asked to wait nearby until a decision is reached. During this phase, it is the goal of the committee to arrive at a consensus as whether the referral is supported by the evidence, and if so, the recommendations and plan of action. Once a decision has been made, the student will be asked to re-enter the meeting and the decision and recommendations will be shared with the student.
7. Possible outcomes include, but are not limited to:
  - a. A finding that the referral is not supported by the evidence in which event the committee recommends that the student may remain in the program and no further action required.
  - b. A finding that the referral is supported by the evidence in which event the committee recommends a plan to remediate the problems identified (using designated form and procedures, and monitored by the appropriate program coordinator).
  - c. A finding that the referral is supported by the evidence in which event the committee decides that the student is to be dismissed from the School of Social Work.
8. Following the meeting, the committee Chair will provide the student with a copy of the written recommendations no later than seven (7) class days following the performance review meeting. A copy will also be provided to the student's advisor, program director, and Chair of the School of Social Work.
9. The committee, upon request of the program coordinators, may also meet periodically during the semester (fall/spring) to review the progress of any students who have an active remediation plan in place that is being monitored by the program coordinator. In the event that a student is not making satisfactory progress in relation to the



remediation plan, the committee Chair will reconvene the committee and meet with the student to make further recommendations.

***Appeal Process***

Any student who appears before the Performance Review Committee may appeal the committee's decision. The first level of the appeal process is for the student to contact the Chair of the School of Social Work, outlining the reasons for the appeal. The student must submit the appeal in writing within ten (10) class days of having received the committee recommendations. The School of Social Work Chair will then review the appeal, and respond in writing to the student within ten (10) class days of having received the student's appeal request. If the student wishes to appeal the School of Social Work Chair's decision, the student may proceed to appeal, in writing and within ten (10) class days, to the Dean of the College of Education and Health Professions. The decision of the Dean of the College of Education and Health Professions is final.

## Professional Development Review Plan

\_\_\_\_\_ Student Name \_\_\_\_\_ Date of Initial Review

\_\_\_\_\_ Student email \_\_\_\_\_ Initiator of Review

**I. Area(s) of Concern** (Please circle appropriate area(s) and provide description(s) of performance).

Please place a checkmark next to the competency, or competencies, that are problematic for student:

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principals to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Brief explanation/description of performance in relation area(s) of concern: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Student response to concern: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**II. Intervention Strategy and Progress Assessment:** (Continued documented concerns, or failure to meet objectives may result in course enrollment restrictions/exclusions or recommendations for dismissal from the program).

**Measurable Objective #1** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Suggested Strategy** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Date Objective #1 will be reassessed \_\_\_\_\_**

***Measurable Objective #2* \_\_\_\_\_**

\_\_\_\_\_

**Suggested Strategy \_\_\_\_\_**

\_\_\_\_\_

**Date Objective #2 will be reassessed \_\_\_\_\_**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Advisor Signature**

**cc: SSW Chair, Coordinator of Program/Faculty Advisor/Student/Student file**

**Outcome**

Please use this section to document the outcome in regard to how successful student was in remediating area(s) of concern:

1. \_\_\_ All objectives outlined in the “Performance Review Plan” worksheet were met and there is no need to continue monitoring at this juncture (provide a brief account of outcome).
  
2. \_\_\_ Objectives are being met, however, it is recommended that the monitoring process be continued. (please complete a separate Performance Review Plan” worksheet form for continuation of Objective(s) and briefly state why the process of monitoring should continue).
  
2. \_\_\_ Objectives are not being met and it is recommended that the Performance Review Committee evaluate student performance and make further recommendations.

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**Student Signature**

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**Advisor Signature**

**cc: SSW Chair, Coordinator of Program/Faculty Advisor/Student/Student file**

## Grade Appeal Process

The School of Social Work follows the [UALR Grade Appeals policy- 501.6](#) process. A BSW student who believes they have not earned the grade received for a course or internship must follow the procedure described in the [UALR Student Handbook](#). Students are reminded that, per University policy, **only** the course instructor and the provost of the University have the authority to alter a course grade.

A student who wishes to appeal a course grade should carefully follow the [steps toward redress](#) and should make careful note of the time restrictions for appeal. The student's academic advisor can serve as a resource person in determining if a grade appeal is appropriate.

## Policy Statements

Students in the BSW program have the right to be treated in a non-discriminatory manner. Faculty are committed to treating students with dignity and respect. Students who believe they are being treated unfairly should talk their faculty advisor or the BSW program coordinator about their concerns. Students should also be familiar with their rights with regard to the below issues as defined by university policy and detailed in the [UALR Undergraduate Catalog](#).

### ***Nondiscrimination***

UALR adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, sexual orientation, veteran's status, or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person – student, faculty, or staff member – who violates this policy will be subject to disciplinary action.

Any person who believes they have been discriminated against should contact the Human Relations Officer to obtain assistance and information concerning the filing of complaints.

Harassment which is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. At the same time the University prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Nondiscriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing, and University sponsored programs.

### ***Campus Safety & [UALR Green Dot](http://ualr.edu/greendot/)***

Violence Prevention Program is an initiative focused on creating a safe campus environment through the power of community. A Green Dot is any behavior, choice, word, or attitude that promotes safety for all of us and communicates zero tolerance for violence. A green dot is your individual commitment to counteracting red dots, those moments when words, choices, or actions lead to power-based personal violence, a form of violence which has as the primary motivator the assertion of power, control, or intimidation in order to harm another. This includes partner violence, sexual assault, stalking, and other uses of force, threat, intimidation, or harassment of an individual. Green Dot offers training for students, faculty, and staff in ways for bystanders to play an active role in combating violence on our campus – through a direct approach, distraction, or delegation to someone in authority. “No one has to do everything, but everyone has to do something.” Learn more about Green Dot at <http://ualr.edu/greendot/>.

Students also have access to the **Safety Escort Service** provided by the Office of Public Safety. This service is available 24 hours a day, 7 days a week and is intended for all members of the university community. The campus proper is the service area. Upon receipt of a call, a uniformed Public Safety Officer or Security Officer will respond. It is important that the person requesting the escort inform the dispatcher if there is a stalking or domestic violence issue involved.

Call 569-3400 for assistance or use any available blue light emergency phone (24 hours a day, 7 days a week).

### ***Prohibiting Sexual Harassment***

It is the policy of the University of Arkansas at Little Rock to prohibit sexual harassment of its students, faculty, and staff.

Incidents of sexual harassment are demeaning to all persons involved and impair the ability of the institution to perform its educational functions.

Sexual harassment of employees is prohibited under Title VII of the Civil Rights Act of 1964, and sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972. Sexual harassment of employees is defined by the Equal Employment Opportunity Commission to include unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct which takes place when: submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment of students includes unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct which take place when: submission to the conduct is either explicitly or implicitly a term or condition of an individual's academic status or advancement; submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive learning environment. Employees and students who believe that they have been subjected to sexual harassment are encouraged to report the problem.

University grievance procedures are available to individuals who wish to pursue complaints of sexual harassment. Informal complaints should be made to an ombudsman\* for sexual harassment. The goal of the informal process is to resolve problems. No disciplinary action will be taken as a result of the informal complaint procedure. Formal complaints against faculty, staff and administration should be submitted to the Office of Human Relations. Both formal and informal complaints should be made within 30 calendar days of the most recent alleged discriminatory act.

\*The ombudsman can be contacted in the Dean of Student's office at (501) 569-3328.

### ***Sexual Assault***

UALR's complete policy on sexual assault appears in the [UALR Student Handbook](#) as well as at this link: <http://ualr.edu/deanofstudents/sexual-assault-policy/>. UA-Little Rock explicitly condemns sexual assault as a violation of an individual's human rights and dignity. Sexual assault is generally defined as attempted or actual unwanted sexual activity. The policy of UALR is that members of the University community neither commit nor condone sexual assault in any form. This prohibition applies equally to male and female staff, faculty and students, to all other persons on premises subject to University control, and to those engaged to further the interests of the University.

Sexual assault is unlawful and may subject those who engage in it to civil and criminal penalties. A student or employee of UALR charged with sexual assault can be prosecuted under Arkansas criminal statutes and/or disciplined by the University. Even if criminal prosecution is not pursued, the University can pursue disciplinary action. Where there is probable cause to believe that the campus regulations prohibiting sexual assault have been violated, the campus will pursue strong disciplinary action through its own internal judicial channels. This discipline includes, but is not limited to, the possibility of termination, expulsion, suspension, disciplinary probation, counseling, mediation, educational sanctions, or a combination of these. Any conduct that constitutes a sexual offense under Arkansas law is also subject to disciplinary sanctions under this policy.

Victims of sexual assault have the right to file criminal charges with local law enforcement authorities and, upon request, are entitled to assistance from the University in notifying those

authorities. Victims also have the right to file a complaint with the University to have a sexual assault allegation investigated by the University, and the right to participate in any disciplinary proceedings regarding the sexual assault complaint.

Because of the traumatic nature of sexual assault, victims are strongly encouraged to seek professional help. On campus, free and confidential counseling services and referrals are available at Counseling and Career Planning Services in the Student Services Center Suite 119, 501-569-3185.

Addressing immediate physical and emotional trauma is of paramount importance. Due to the nature and value of evidence, it is vital that any sexual assault be reported as soon as possible. A complaint should be filed with the university within thirty (30) days of the incident. The initial complaint may be filed with any of the following UA-LR offices:

1. **[Department of Public Safety](#) — University Plaza, 501-569-3400**  
Will conduct an investigation of the complaint. Upon completion of the investigation, if the complainant chooses to file criminal charges, Department of Public Safety will assist in reporting the sexual assault to the prosecuting attorney's office.
2. **[Office of the Dean of Students](#) — DSC Suite 215, 501-569-3328**  
The complaint will be reviewed by the dean of students or designee and will be investigated for internal judiciary proceedings.
3. **[Department of Human Resources](#) — University Services Building (US-B) 100, 501-569-3180**  
The complaint will be reviewed by the director of human resources and also investigated for internal judiciary proceedings.

Victims may choose to utilize any of the above options at the same time.

### ***Smoke-Free Campus***

As part of the long-term vision of UA Little Rock as an educational leader and a model for addressing difficult issues such as economic development, sustainability, and health care both on campus and in the larger community, the University of Arkansas at Little Rock became a smoke-free campus on Aug. 16, 2009. This policy applies to all locations of the university, including the main campus, the William H. Bowen School of Law, and the UALR Benton Center. All individuals are expected to comply. Persons who fail to comply are subject to disciplinary action. The following is the [updated policy](#) effective September 2015.

Smoking on UALR campuses is regulated under the authority of the Arkansas Clean Air Act, A.C.A. § 6-60-801 et.seq. and Act 847 of 2015. In accordance with Arkansas state law, UALR is a smoke-free campus. Smoking, including the use of e-cigarettes or vapor devices, is strictly prohibited on all locations of the university, including the main campus, the William H. Bowen School of Law, and the UALR Benton Center.



Any person who is convicted of a violation of this law may be punished by a fine. Additionally, students, staff, and faculty who fail to comply with this policy are subject to the disciplinary actions of the university.

***Students with Disabilities***

In compliance with federal regulations, it is the policy of UALR to respond to student requests for course accommodation, substitution, and other adjustments because of a documented disability on an individual basis and in a manner that does not result in discrimination. Where requests are complex and not easily handled through the regular course substitution procedures, an established committee will review the case and make a determination. Students who wish to request academic adjustments because of a disability should consult the academic adjustment procedures, which are printed in the [UALR Student Handbook](#), or contact the [Disability Resource Center](#), DSC 103, 501-569-3143, VP 501-246-8296.