# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. East Carolina University</td>
<td>2</td>
</tr>
<tr>
<td>II. The School of Social Work Mission &amp; Goals</td>
<td>2</td>
</tr>
<tr>
<td>III. The BSW Program Goals</td>
<td>3-7</td>
</tr>
<tr>
<td>A. Objectives</td>
<td>4</td>
</tr>
<tr>
<td>B. Guiding Principles</td>
<td>4</td>
</tr>
<tr>
<td>C. The Generalist Perspective</td>
<td>5</td>
</tr>
<tr>
<td>D. Student Outcomes</td>
<td>5</td>
</tr>
<tr>
<td>IV. Advising</td>
<td>7</td>
</tr>
<tr>
<td>V. Admission and Retention Procedures</td>
<td>7</td>
</tr>
<tr>
<td>VI. Degree Requirements</td>
<td>11</td>
</tr>
<tr>
<td>VII. Undergraduate Social Work Program Courses</td>
<td>12</td>
</tr>
<tr>
<td>VIII. Social Work Field Instruction</td>
<td>14</td>
</tr>
<tr>
<td>IX. School Social Work Licensure</td>
<td>15</td>
</tr>
<tr>
<td>X. North Carolina Child Welfare Education Collaborative</td>
<td>15</td>
</tr>
<tr>
<td>XI. Gerontology Minor</td>
<td>16</td>
</tr>
<tr>
<td>XII. Special Interest to Students</td>
<td>17-19</td>
</tr>
<tr>
<td>A. Course Syllabi</td>
<td>17</td>
</tr>
<tr>
<td>B. Faculty Office Hours</td>
<td>17</td>
</tr>
<tr>
<td>C. Posting of Grades</td>
<td>17</td>
</tr>
<tr>
<td>D. Grade Appeals</td>
<td>17</td>
</tr>
<tr>
<td>E. Privacy of Student Educational Records</td>
<td>18</td>
</tr>
<tr>
<td>F. Academic Integrity</td>
<td>18</td>
</tr>
<tr>
<td>G. Steps in Informal Grievance Procedure</td>
<td>19</td>
</tr>
<tr>
<td>F. Student Organizations</td>
<td>19</td>
</tr>
<tr>
<td>XIII. Faculty &amp; Staff Directory</td>
<td>21</td>
</tr>
<tr>
<td>XIV. Appendix A. Technical Standards for Professional and Ethical Behavior</td>
<td>23</td>
</tr>
<tr>
<td>XV. Appendix B. The Student Professional Behavior Rubric</td>
<td>28</td>
</tr>
<tr>
<td>XII. Appendix C. Student Performance Improvement Plan</td>
<td>31</td>
</tr>
</tbody>
</table>
I. East Carolina University:

Since the passage of the Reorganization Act of 1971 by the General Assembly, North Carolina has one statewide university system consisting of sixteen (16) constituent institutions. The University is governed by the Board of Governors and the University President. Each constituent institution of the University of North Carolina has its own faculty and student body. The chief administrative officer of each institution is the Chancellor. Each constituent institution has a board of trustees composed of thirteen members.

East Carolina University has an enrollment of approximately 28,000 students. East Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation status of East Carolina University.

The School of Social Work is a distinct professional school within ECU’s College of Health and Human Performance. The school offers both the BSW degree and the MSW degree in Social Work. The undergraduate program came into existence in the early 1970s and the graduate program began in 1984. Both programs are accredited by the Council on Social Work Education.

II. The School of Social Work Mission and Goals:

The mission of the School of Social Work is to prepare professional social work practitioners who

- Recognize the importance of human relationships by valuing differences, sustaining dignity, and fostering self-worth.
- Provide ethical and effective social work services to individuals, families, groups, organizations, and communities;
- Engage with stakeholders and colleagues in the development of practices that reduce marginalization and oppression and solve problems;
- Collaborate with stakeholders, colleagues, community members, and organizations to enhance overall health, wellness, and quality of life; and
- Advocate for social and economic justice.
Learning takes place in a student-centered environment which promotes the success of all students, including first-generation, non-traditional, military, minority scholars, and caregivers of children and older adults. The School contributes to the development and dissemination of knowledge and develops tomorrow’s leaders by preparing graduates with the knowledge, skills, and values necessary to inspire positive change and to succeed in a global, multicultural society. Our signature pedagogy is field education.

Based upon the mission, the ECU School of Social Work has the following goals:

- **Goal 1.** Prepare graduates to engage in culturally competent, effective, ethical, social work practice with individuals, groups, families, and communities.

- **Goal 2.** Create a supportive learning community that recognizes, supports, and honors diversity and difference, especially for students from historically marginalized and oppressed groups.

- **Goal 3.** Prepare graduates to be leaders who will collaborate with stakeholders to promote social and economic justice, to reduce marginalization and oppression, and to improve health and well-being for the people of eastern North Carolina and beyond.

- **Goal 4.** Conduct and disseminate community-engaged scholarship which contributes to the knowledge base of the profession and promotes effective social work practice.

### III. BSW Program Goals:

Provide a strong educational program capable of producing knowledgeable and effective beginning generalist practitioners.

Provide leadership in initiating and maintaining partnerships with social work and community organizations and with service recipients.

Take a lead role in promoting initiatives enhancing social justice and decreasing oppressive conditions affecting poor and otherwise oppressed people in the region and state.

The curriculum includes nine areas of specific content/knowledge:

- social work values and ethics
- diversity
- social welfare policy and services
- promotion of social and economic justice
- populations at risk
- field practicum
- human behavior and social environment
- practice
- research
A. BSW Program Objectives:

Our BSW program supports the concept that professional social work practitioners in human services must have a strong professional knowledge, skill and value base from which they offer services.

Thus, the BSW program ensures our graduates to master the following 10 competencies:

1. Identify as a professional social worker and conduct one’s self accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment (HBSE).
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

B. BSW Program’s Guiding Principle

The BSW faculty has deliberately and intentionally selected a guiding principle that will aid in organizing social work practice, principles, knowledge, values and skills. The principle will embrace the objectives, content, process, and outcomes of the program and help to shape the practice of our social work graduates.

The guiding principle is stated below and with some of the inclusive concepts:

Teaching encourages "individual emancipation and societal transformation” through a/an

- Expectation of growth and change, inevitable qualities in all human processes
- Encouragement of self determination
- Cultivation of empowerment of students and others to bring forth the best of themselves
The practice of self-awareness and recognition of biases
• Acknowledgment of different ways of knowing
• Understanding of individual and systemic transformation, as well as; how to facilitate that transformation
• Reframing human situations and environments from a strengths perspective
• Oath to make choices that do the least harm possible to the greatest number in all situations
• Development of the willingness to recognize, to honor, to respect the language of others

C. The Generalist Perspective

Description: Social work practice has been described as inherently generalist (Landon & Feit, 1999). According to the American Heritage Dictionary, a generalist is "a person with broad general knowledge and skills in several disciplines, fields, or areas." Thus, the terms generalist practice and generalist social worker refer to a social work practitioner who has a broad range of knowledge and skills, who draws on several practice theories and models, and who can move with minimal difficulty from one field of practice to another. The social worker utilizing the generalist perspective is willing and able to focus on a variety of factors that may contribute to problems in social functioning. These factors include: injustice, oppression, racism, poverty and the lack of basic resources, misuse of power by those in authority, misguided or unworkable programs and policies, conflicts among values and beliefs, broken relationships, distortions of thinking, lack of knowledge and information, destructive individual and family patterns, alienation and loneliness. With consideration of these factors, this perspective then directs the worker to identify and consider several possible points and levels of intervention that are most appropriate and feasible for the client or client system.

The generalist social worker is prepared to work with a variety of client systems, including the following:

• a single person
• a whole family
• a formed group such as treatment or support group
• a committees or task group
• a formal organization such as an agency or a network of agencies
• a legislators and policymaker.

D. Student Outcomes

Upon completion of the BSW program it is expected that students are able to perform the following:

1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual development
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance, and communication
5. Social workers engage in career-long learning
6. Use supervision and consultation
7. Recognize and manage personal values in a way that allows professional values to guide practice
8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
9. Tolerate ambiguity in resolving ethical conflict
10. Apply strategies of ethical reasoning to arrive at principled decisions
11. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
12. Analyze models of assessment, prevention, intervention, and evaluation
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
14. Recognize the extent to which a culture’s structures and values oppress, marginalize, alienate, or create or enhance privilege and power
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences
17. View themselves as learners and engage those with whom they work as informants
18. Understand the forms and mechanisms of oppression and discrimination
19. Advocate for human rights and social and economic justice
20. Engage in practices that advance social and economic justice and human rights for clients/consumers and communities
21. Use practice experience to inform scientific inquiry
22. Use research evidence to inform practice
23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation
24. Critique and apply knowledge to understand person and environment
25. Analyze, formulate and advocate for policies that advance social well-being
26. Collaborate with colleagues and clients for effective policy action.
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities
30. Use empathy and other interpersonal skills
31. Develop a mutually agreed-on focus of work and desired outcomes
32. Collect, organize, and interpret client data
33. Assess client strengths and limitations
34. Develop mutually agreed-on intervention goals and objectives
35. Select appropriate intervention strategies
36. Initiate actions to achieve organizational goals
37. Implement prevention interventions that enhance client capacities
38. Help clients resolve problems
39. Negotiate, mediate, and advocate for clients
40. Facilitate transitions and endings
41. Critically analyze, monitor, and evaluate interventions.

IV. Advising:

The university has established in each college, school, and department a system of academic advising, whereby the student is assigned to a faculty member or a professional advisor who serves as his or her advisor. The advisor helps to plan the student’s academic program, particularly during registration periods; keeps a record of his or her progress; and is available throughout the year for additional advising. For assistance with advising related to the Bachelor of Social Work program, please contact the Health and Human Performance Advising Center in Rivers Building, room 140, or call (252) 328-2521.

V. Admissions and Retention Procedures:

The purpose of the application process is to assist the student in determining his/her academic and personal readiness for preparation and eventual practice as a beginning professional social worker. The application process allows students to examine his or her aptitude, emotional and social maturity as well as their knowledge and values that are an inherent part of professional social work practice. The School reserves the right to request a student's withdrawal from the program if the student does not demonstrate an ability to accept and incorporate the knowledge, values, and skills of the profession and the NASW Code of Ethics.

1. Admission

A. All applicants for admission must have a minimum 2.5 or higher GPA (overall) and have completed 32 s. h. of General Education credit, which includes courses that carry Liberal Arts Foundation Curriculum credit.

B. Applicants must also have successfully completed SOCW 1010 and SOCW 2010 and have a minimum 2.5 GPA in both courses, in addition to an overall 2.5 GPA.

C. Students meeting the admissions requirement of A and B above may submit their application to be a social work major.

D. Students not meeting the required GPA may apply for provisional acceptance to the major at pre-registration, only if they 1) have 32 credit hours, 2) are currently enrolled in an introductory social work course (SOCW 1010 or SOCW 2010), and
3) have a high likelihood of achieving a 2.5 or higher GPA in each class, *as well as* achieving an overall 2.5 or higher GPA at the end of the semester. *Failure to achieve the required overall 2.5 or higher GPA and the 2.5 or higher GPA in the social work introductory courses*, will result in the student not being accepted into the program.

E. *Provisional acceptance* may be applied for when taking SOCW 1010 and/or SOCW 2010 during the summer prior to the Fall semester in which the student is seeking admission. At the end of summer session II, *the student must have attained an overall GPA of 2.5 or higher, as well as a GPA of 2.5 or higher in the social work classes taken during that summer session. Failure to achieve the required overall 2.5 or higher GPA and the 2.5 or higher GPA in the social work introductory courses*, will result in the student not being accepted into the program.

F. The Social Work faculty, including Field faculty, will meet and review all applications for acceptance to the major and submit recommendations to the program director. If necessary, the BSW Program Director may request an interview with an applicant, or further documents related to admission requirements, for determining admission status.

G. All Social Work courses above the 3000 level are major-only courses and cannot be taken by non-majors.

H. All students qualified for admission into the Social Work program will be notified via letter, email, or telephone. These students will be required to attend the *mandatory* BSW Program Orientation to complete the admission process. This orientation will occur during the fall semester and students will be notified of an exact date. All students denied admission to the program, as well as students who are dropped from Social Work major-only courses, will be notified via letter, email, or telephone.

I. Courses will be sequenced and, therefore, only offered once a year. First semester coursework will begin in the fall.

J. The School does not approve academic credit for prior work or life experience.

2. Retention

Social work is a self-regulatory profession, which is based on knowledge and guided by professional values and ethics. Its central focus is in the transaction between people and their environment. The *NASW Code of Ethics* (found on the NASW website) is the standard of acceptable behavior for social work practice. The Code of Ethics is the conduct guide used by the BSW program to assess student behavior that is deemed inappropriate for social work majors. Of special concern to the social work program are 8 specific *Technical Standards for Professional and Ethical Behavior (Appendix A)*: Communication; Physical and Cognitive Ability; Emotional Stability, Management, and
Regulation; Self-Awareness and Reflective Listening; Respect for Diversity and Commitment to Social Justice; Ethical Conduct, Interpersonal Skills; and Academic and Professional Standards. As well, professors and others working with BSW students, including field supervisors, will be observing student behavior and utilizing a Student Professional Behavior Rubric (Appendix B) to assess and rate student professional behavior within the classroom and in field. This rubric encompasses behaviors related to the following domains: Class Attendance; Class Attentiveness and Class Participation; Professional Respect and Communication; Collaboration and Use of Professional Boundaries; Use of Feedback and Self-Reflection; Self-Awareness; and Initiative.

If at any time, while enrolled in the BSW program, a student's behavior or academic performance appears in conflict with the basic standards of professional social work practice, as outlined in either the NASW Code of Ethics, Technical Standards, or the Student Professional Behavior Rubric, those faculty and other professionals observing the student will submit their concerns in writing to the Admissions and Retention Committee. The BSW Program Director is the Chairperson of the Undergraduate Admission and Retention Committee.

A student’s retention in, or dismissal from, the program is weighed by members of the School of Social Work faculty who work with BSW students. Faculty observations about a student’s behavior, faculty’s direct interaction with students, grades and course work, the observations of and interactions with the student as experienced by others outside of faculty, and testimony provided by the student in question him or herself are all carefully considered. There are 4 basic types of outcomes from an Admissions and Retention meeting: i) Academic Probation Status, ii) Academic Dismissal, iii) Non-Academic Dismissal; and iv) Retention Contingent on Successful Completion of a Student Performance Improvement Plan.

i. Academic Probation Status

If a student fails to maintain an overall 2.5 or higher GPA, once accepted into the major, the student will be placed on probation for one semester. Failure to achieve the 2.5 GPA after one semester, including a summer semester if applicable, can result in removal from the major. The Admission and Retentions Committee has the discretion to review each probationary situation.

ii. Academic Dismissals

1. Academic dismissals, unlike disciplinary dismissals, do not require a hearing before any decision-making body. Social work majors are expected to maintain the minimum 2.5 GPA they had when accepted as a major. If a student receives a GPA lower than a 2.0 in a required major course, the course must be repeated for a 2.0 GPA or better. A letter of warning will be sent to students reminding them that the course must be repeated. If the course has not been repeated during the next academic year, when the course is offered, the Admission and Retentions Committee may ask the student to leave the major.
2. Students who have been sanctioned by the Academic Integrity Board, due to grades or behavior, may be asked to change their major. The Admission and Retention Committee, and the Director of the School of Social Work, shall jointly review the sanctions and take appropriate action.

iii. Non-Academic Dismissals and
iv. Retention Contingent on Successful Completion of a Student Performance Improvement Plan

Non-Academic Dismissals
1. Students who have been sanctioned by the Academic Integrity Board, due to behavior, may be asked to change their major. The Admission and Retention Committee and the Director of the School of Social Work shall jointly review the sanctions and take appropriate action.

Retention Contingent on Successful Completion of a Student Performance Improvement Plan
2. There are times when the Admission and Retention committee will ask a student to complete a Student Improvement Plan (Appendix C) to determine if the status of the student within the program can be maintained. The Student Improvement Plan (SIP) will explain which area of social work competency/behavior are the area(s) of concern, what the student’s current performance is in this area, what the expectations in this area are, what intervention is being suggested to the student for completion, evaluation criteria for assessing intervention success, and what the timeline is for completion. Program faculty will be assigned to work with the student toward completion of the SIP. The committee will monitor the student’s progress and will invite the student back, in an amount of time commensurate to the SIP timelines, to evaluate progress and to decide about retention or dismissal from the program.

If no satisfactory resolution is achieved, the student may appeal to the Director of the School of Social Work. The Director of the School of Social Work will review the appeal and consult with the Admission and Retention Committee Chair if additional information is required prior to meeting with the student. The Director may meet with student and the Chair of the committee and make a recommendation. If a recommendation is made, a copy of the recommendation will be sent to the student, Chair, and the academic advisor.

The Policies and Procedures section on the ECU Office of Student Rights and Responsibilities website (www.osrr.ecu.edu) clearly defines student rights and protections, as well as provides charts outlining procedures related to conduct and academic integrity issues. It is the student's responsibility to read this information. Any student whose conduct is unsatisfactory, as defined by the Code of Conduct and Academic Integrity standards, will be subject to appropriate disciplinary action. In the absence of exceptional circumstances, a student who is found guilty and has exhausted all appeals may be asked to leave the major.
Degree Requirements:

A. All students must complete 40 s.h. of General Education requirements, which includes courses that carry Liberal Arts Foundation Curriculum credit. See the ECU University Catalog at catalog.edu.edu. Classes that carry Domestic Diversity and Global Diversity credit must also be taken. Some courses meet both General Education requirements and BSW program requirements, and it is to the student’s advantage to enroll in these courses.

B. A minimum of 120 semester hours are required for graduation.

C. Transfer students must have completed a minimum of 30 semester hours in resident study at East Carolina University and a total of 60 semester hours from a senior college. ECU’s baccalaureate degree requirements state that: (a) A minimum of 25% of the credit hours required for the degree and at least 50% of the total hours required in the major must be completed at ECU, and (b) A minimum of 50% of the semester hours required in the student’s major must be earned through enrollment in a regionally accredited senior college.

D. Minimum degree requirement is **120 s. h.** of credit as follows:

1. General Education courses, which includes courses that carry Liberal Arts Foundation Curriculum credit: **(40 s. h.)**
   - BIOL 1050, 1051, 1060; MATH 1050 or higher approved general education math course; PSYC 1000; POLS 1010, ECON 2113; Humanities & Fine Arts courses; Health 1000 & Kinesiology 1000; and 3 credits of general education elective.

2. Cognates: (Social and Behavioral Science Core) **(15 s. h.)**
   - History: Choose one from HIST 1051, 3031, 3240, or 3245.
   - Psychology: Choose two from PSYC 2777, 3221, 3300, 3375, and 3206.
   - Sociology: Choose two from SOCI 1010, 2110, 2111, 3289, 4347, 4350, and GENS 2400. Students may submit a written request for the consideration of a cognate substitution.

3. Social Work courses: **(57 s. h.)**
   - SOCW 1010, 2010, 3101, 3201, 3202, 3306, 3401, 3402, 3501, 4102, 4203, 4306, 4980, 4990

4. Social work electives **(6 s. h.)**

5. General electives: As needed to bring total semester hours up to 120. Students will be encouraged to choose electives that will strengthen their total program.
VII. Undergraduate Social Work Program Courses:

Courses in the BSW program build on earlier courses and are to be taken sequentially. Students are expected to take the following courses concurrently:
1st semester – SOCW 3201, SOCW 3306, SOCW 3401, and SOCW 3501;
2nd semester – SOCW 3101, SOCW 3202, and SOCW 3402;
3rd semester – SOCW 4102, SOCW 4203, SOCW 4306, and 4980;
4th semester – SOCW 4990.
Social Work electives and a General Electives may be taken as the student’s schedule permits
*Students may take courses out of sequence only with the permission of the BSW Program Director.

SOCW 1010. Introduction to Social Welfare & Social Work (3)
Historical and philosophical overview of development of social work profession and social welfare institutions.

SOCW 2010. Introduction to Social Work Practice with Special Populations (3)
Dynamics of human diversity as it affects, informs, and shapes social work practice and fosters an awareness and appreciation for diverse and special populations.

SOCW 2400. Introduction to Gerontology (3)
Same as CDFR 2400 and GERO 2400.
May be used to satisfy the social science requirement for general education credits and may be counted as credit toward the sociology major or minor. A survey of current theory and research in the gerontology field presented from an interdisciplinary perspective.

SOCW 3101. Human Behavior and the Social Environment I (3)
Prerequisite: SOCW 1010, SOCW 2010
Co-Requisite: SOCW 3202, SOCW 3402
Majors or consent of BSW Program Director.
Concepts, theories, and frameworks which guide understanding of human behavior in various social environments.

SOCW 3201. Social Work Practice I (3)
Prerequisite: SOCW 1010, SOCW 2010
Co-Requisite: SOCW 3306, SOCW 3401, SOCW 3501
Majors or consent of BSW Program Director.
Preparation for generalist practice in social work. Emphasis on generalist problem-solving process and development of interviewing and intervention skills with individuals.

SOCW 3202. Social Work Practice II (3)
Prerequisite: SOCW 3201
Co-Requisite: SOCW 3101 and SOCW 3402
Majors or consent of BSW Program Director.
Continuation of preparation for generalist social work practice and problem-solving process. Emphasis on intervention with small groups and families. Introduces case management skills.

**SOCW 3306. Social Work Policy I (3)**
Prerequisite: SOCW 1010, SOCW 2010
Co-Requisite: SOCW 3401, SOCW 3201, SOCW 3501
Majors or consent of BSW Program Director.
Study of social welfare policy making process and analysis.

**SOCW 3401. Social Work Research (3)**
Prerequisite: SOCW 1010, SOCW 2010
Co-Requisite: SOCW 3201, SOCW 3306, SOCW 3501
Majors or consent of BSW Program Director.
Qualitative and quantitative research methods used by social workers as part of social work practice. Knowledge and skills necessary for future research projects and critical review of research products.

**SOCW 4102. Human Behavior and the Social Environment II (3)**
Prerequisite: SOCW 3101
Co-Requisite: SOCW 4203, SOCW 4306, SOCW 4980
Majors or consent of BSW Program Director

**SOCW 4203. Social Work Practice III (3)**
Prerequisite: SOCW 3202, SOCW 3201
Co-Requisite: SOCW 4102, SOCW 4306, SOCW 4980
Majors or consent of BSW Program Director
Advanced use of problem-solving process for generalist social work practice. Knowledge and skills used in organizational, agency, and community interventions.

**SOCW 4306. Social Work Policy II (3) (Formerly SOCW 4303)**
Prerequisite: SOCW 1010, SOCW 2010; SOCW 3101, SOCW 3201, SOCW 3306, SOCW 3401, SOCW 3402, SOCW 3501
Co-Requisite: SOCW 4102, SOCW 4203, SOCW 4980
Majors or consent of BSW Program Director.
Legislation and court decisions for social and economic justice, including client rights and the well-being of social work constituency groups.

**SOCW 4501. Crisis Intervention (3)**
Prerequisite: Majors or consent of Director.
Designed to teach the student to recognize and intervene appropriately in crisis situations.
SOCW 4503. Social Work Services in the Schools (3)
Prerequisite: Majors or consent of Coordinator of School Social Work Licensure.
Provides an introduction and orientation to social work practice in school settings.

SOCW 4505. Community Services for Children (3) (Formerly SOCW 5002)
Prerequisite: Majors or consent of Director.
A study of primary resources for children and their families. Emphasis is placed on the characteristics of families and children who may need help; adequacies and inadequacies of community resources, as well as families and communities as social systems.

SOCW 4506. Theory and Practice in Child Welfare (3)
Prerequisite: Majors or consent of Coordinator of Child Welfare Education Collaborative.
Emphasis on knowledge and skills as related to practice in the field of child welfare services.

SOCW 4510. Selected Topics in Human Behavior and the Social Environment (2 or 3)
Prerequisite: Majors or consent of Director.
Provides students the opportunity to study new or advanced topics in HB & SE. Topic and hours of credit may change. Course may be repeated with change of topic.

SOCW 4520. Selected Topics in Social Work Practice (2 or 3)
Prerequisite: Majors or consent of Director.
Provides students the opportunity to study new or advanced topics in Social Work Practice. Topic and hours of credit may change. Course may be repeated with change of topic.

SOCW 4990. Field Education and Seminar (12) (WI) (F, S)
2 seminar hours per week; 4 days directed field education per week.
Prerequisite: SOCW major with minimum 2.5 GPA and approval of field education office; completion of all required SOCW courses.
Applications for admission to this course must be received 2 semesters in advance of placement.
This course is a culmination of student’s undergraduate preparation for professional practice. Placement in approved agency provides supervised educational experience. Weekly seminar integrates theory and practice.

VIII. Social Work Field Instruction:
Field Instruction is the culmination of the BSW program. Field Instruction is a four-day internship plus a seminar. This course usually takes place in the student's final semester before graduation. Application for admissions to this course must be received one semester in advance of placement. Deadline dates for filing application are posted by the Field Education Office. After students have submitted a complete application, students will participate in a field office pre-placement interview.
Field placement provides educationally directed practice experience with individuals, families, groups, communities, and organizations. BSW field placements provide generalist practice opportunities for students. Most settings are within a 60 mile radius of the student’s residence. An employment based placement for field education may be considered. It is recommended that students who are interested in a field placement at a school complete the school social work certification curriculum. Every field placement is approved by the Field Office. The student is NOT to take other courses along with the field internship. However, with special permission from the BSW Program Director, a student may take a social work elective. A change in field placement will not be considered after students begin their placement. An exception may be made if there are issues in the field setting that cannot be resolved. The Director and Assistant Director of the Field Office are available to answer questions and work with students regarding their placements. The field placement process will begin during the SOCW 3201 course.

NOTE: Refer to the Field Education Manual for more detailed information at www.ecu.edu/cshhp/socw/field-education.cfm.

IX. School Social Work Licensure:

The social work major deciding to seek licensure as a school social worker must be accepted into the upper division of teacher education. This should be done during the sophomore year and prior to or at the point the student is accepted as a social work major. The School of Education and the School of Social Work will maintain a record to help track the student's completion of licensure requirements. Upon completion of the appropriate social work courses and education courses (SOCW 4503, SOCW 4990, EDUC 3200, and SPED 2000), the School of Social Work and the School of Education will recommend licensure to the State Department of Public Instruction. Please contact Dr. Lena Carawan at CARAWANL@ecu.edu or Dr. Kevin White at whitekev15@ecu.edu for more information.

X. North Carolina Child Welfare Education Collaborative:

The North Carolina Child Welfare Education Collaborative (NC-CWEC) is a unique, statewide partnership focused on improving public child welfare services in North Carolina. Established in 1999, the Collaborative is administered by the Jordan Institute for Families through a contract with the NC Department of Health and Human Services, Division of Social Services. The NC-CWEC seeks to strengthen public child welfare services in the North Carolina by increasing the number and diversity of well-trained and highly-committed BSWs and MSWs employed in local Department of Social Services (DSS). Currently available in 15 social work education programs across the state, these programs offer educational and training opportunities emphasizing public child welfare practice for students interested in working in public child welfare in North Carolina upon graduation. For more information, please visit the NC Child Welfare Education Collaborative homepage at http://ssw.unc.edu/cwec/
As one of three universities participating in the NC-CWEC since 1999, the School of Social Work at ECU takes great pride in our BSW and MSW Collaborative graduates. ECU Collaborative graduates are working to ensure safe, permanent, and nurturing families for North Carolina’s children across the state and are employed at all levels of child welfare service provision in departments in social services and include the positions of child welfare social worker, social work supervisor, social work program manager, program administrator, assistant director, deputy director, and director. Although financial support for students participating in the Collaborative was terminated by the state in 2015, students may continue to participate as “Waiver Students” at both the BSW and MSW level.

BSW Waiver Requirements:
• Successfully complete SOCW 4506 Theory and Practice in Child Welfare prior to their field placement. (Successful completion is demonstrated by a final grade of B- or higher in the course.)
• Complete a semester-long field placement in a NC county department of social services in a child welfare services unit providing CPS investigation, assessment, or treatment services or Child Placement (Foster Care) services.
• Complete NC Transfer of Learning Activities as a part of their child welfare field placement.

In exchange for completing these requirements, upon graduation Child Welfare Waiver students receive their NC Child Welfare Pre-Service Training Certificate. See https://cwec.unc.edu/ for information.

XI. Gerontology Minor:

The gerontology minor augments major fields of study with an overview of issues confronting elderly people and their service providers. In recognition that aging can be viewed from a variety of perspectives, courses from several academic programs are available. Special topics courses with aging as their primary content may be counted toward the program. The minor requires 24 s.h. of credit. A maximum of 6 s. h. may count toward foundations curriculum requirements and the gerontology minor. Please contact Dr. Abby Schwartz at schwartza15@ecu.edu for further information

A. Core - 6 s. h.

• CDFR 2400 - Introduction to Gerontology or
• GER 2400 - Introduction to Gerontology or
• SOCW 2400 - Introduction to Gerontology

• GER 5400 - Seminar in Aging Studies or
• SOCW 5400 - Seminar in Aging Studies

B. Core electives (Choose a minimum of 3) - 9-15 s. h.

• GER 5903 - Readings in Aging Studies or
• SOCW 5903 - Readings in Aging Studies
• EXSS 5800 - Physical Activity and Aging
• PSYC 5400 - Advanced Gerontology
• SOCI 5600 - Seminar in Aging

C. General Electives (Choose a maximum of three) 6-9 s. h.

• MRCH 2239 - Fashion and Culture
• HIST 3920 - Social History of American Medicine
• HLTH 3020 - Health Disparities
• PHIL 3281 - Introduction to Philosophical Ethics in the Health Care Professions
• POLS 3242 - Municipal Policy and Administration
• POLS 3255 - Domestic Public Policy
• SOCI 3327 - Introductory Medical Sociology
• SOCI 4325 - Marriage and the Family
• SOCI 5200 - Seminar in the Sociology of Health

XII. Special Interest to Students:

A. Course Syllabi:

Every course offered by the School of Social Work is described in the faculty member's "Course Syllabi." The course syllabus is to be given to students at the beginning of each course. The course syllabi will state: the text and any supplementary books needed for the course; course content to be covered during the semester as well as student assignments; and how students will be evaluated (tests, class attendance, grading system, papers).

B. Faculty Office Hours:

Faculty post their office hours on their office doors and in course syllabi. If faculty office hours conflict with student classes, students may request a specific appointment time. Students may meet with faculty to discuss academic and nonacademic issues that may affect their academic performance.

C. Posting of Grades:

As soon as they are determined at the end of each semester or summer term, grades are posted electronically. Questions about final examination grades should be directed to the instructor who determined the grade.

D. Grade Appeals

A student wishing to contest a course grade should first attempt to resolve the matter with the instructor who determined the grade. The student may appeal the instructor’s decision by submitting a written appeal to the instructor’s departmental chairperson, school/program director, or college dean not later than the Friday of the second full week of classes of
the next regular semester. The instructor’s chairperson, director, or dean, as appropriate, shall review the student’s request with the faculty member and either concur with the grade or request that the faculty member reassess the grade. The final decision shall rest with the faculty member responsible for the course grade.

E. Privacy of Student Educational Records:

Personally identifiable information contained in student educational records will not be disclosed to persons outside the University without prior written consent of the student. (A form is available in the Undergraduate Social Work Office.) Each student has a right to see his or her educational file. The files for students who are declared majors are kept in the College of Health and Human Performance (CHHP) Rivers Advising Center, Rivers 140. Intended Social Work majors files are also kept in the CHHP Rivers Advising Center (279-A).

F. Academic Integrity:

Academic Integrity is expected of every ECU student. Violations of academic integrity consist of the following:

1. Cheating. Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.

2. Plagiarism. Copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work.

3. Falsification. Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.

4. Attempts. Attempting any act that if completed would constitute an academic integrity violation as defined herein. [http://www.ecu.edu/csstudentlife/policyhub/academic_integrity.cfm](http://www.ecu.edu/csstudentlife/policyhub/academic_integrity.cfm)

The school expects all students to follow the honor code of the University and is aggressive concerning violations. The School of Social Work will follow the process found in the [ECU Student Handbook](http://www.ecu.edu/studenthandbook/).

The School of Social Work recognizes that students may have a grievance that does not require a formal procedure. Therefore, students may seek resolution of his or her grievance in accordance with the Informal Grievance Procedure that follows:
G. **Steps in Informal Grievance Procedure:**

1. **Discussion with the Director of the BSW Program**
   a. If a student alleges a grievance based on curriculum, pre-requisites, grade policy, or other academic concerns, an immediate appointment should be made with the BSW Program Director.
   b. At the time of making the appointment, the student should state expressly the subject or grievance concern in writing.
   c. The Program Director will set an appointment date and discuss the grievance with the student as soon as possible but, in any event, within 10 school days after the request.
   d. The grievance should be discussed freely and in an informal and relaxed manner. Witnesses or other individuals who may assist in resolving the grievance should be consulted at the request of the student or the Program Director.
   e. The student will be advised of the corrective action and/or decision of the Program Director within 10 school days subsequent to the date of conference.

2. **Appeal to the Director of the School of Social Work**
   a. If the grievance is not resolved to the satisfaction of the student, the student has the right to appeal to the Director.
   b. The Director will review the case in its entirety and within 10 school days render his or her opinion. The decision of the Director will be final and will terminate the students’ rights pursuant to the informal grievance procedure.

H. **Social Work Student Organizations:**

**BSWSA**
Baccalaureate of Social Work Student Association is the undergraduate student organization. Membership is open to all intended and declared Social Work majors. It provides students with the opportunity to organize on their own behalf, to participate in community volunteer projects and advocacy, to give input to program development, and to plan activities of interest to students.
PHI ALPHA HONOR SOCIETY - (CHI ZETA CHAPTER)
Phi Alpha fosters high standards of training and leadership for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Members must have a minimum 3.4 GPA and submit a comprehensive personal statement for application to this society. Applications are reviewed and eventual Inductees are chosen by a selection committee.

*See Faculty and Staff Directory beginning on page 21
FACULTY AND STAFF
Directory

Shelia G. Bunch, Ph.D. Professor and Director - School of Social Work
Rivers 224, 252-328-4202 bunchs@ecu.edu

Margaret Arnd-Caddigan, Ph.D., Associate Professor
arnd-caddiganm@ecu.edu, 328-5553

Paige Averett, Ph.D., Professor
averettp@ecu.edu, 328-4183

Lena Carawan, Ph.D., Associate Professor
carawanl@ecu.edu, 328-4381

Tracy Carpenter-Aeby, Ph.D., Professor
Carpenter-aebyt@cu.edu, 328-4076

Jennie Ann Cole, Ph.D., Assistant Professor
colejen17@ecu.edu, 328-1360

Brenda J. Eastman, Ph.D., Associate Professor
eastmanbr@ecu.edu, 328-4012

Latonya Gaskins, MSW, Teaching Instructor, Field Director; Rivers 221-A,
gaskinsl@ecu.edu, 328-4211

Mary S. Jackson, Ph.D., Professor
jacksonmar@ecu.edu, 328-1448

Janine Jason-Gay, MSW, LCSW, Teaching Instructor, Assistant Field Director
Rivers 219 C, jasonj@ecu.edu, 328-5542

Mi Hwa Lee, Ph.D., Assistant Professor
leemih17@ecu.edu, 328-1351

Monte Miller, Ph.D., Associate Professor
millerm@ecu.edu, 328-5777

Blace Nalavany, Ph.D., Associate Professor
nalavanyb@ecu.edu, 737-2053
Beth Osborne, MSW, LCSW, Teaching Instructor
  osbornee@ecu.edu, 328-2480

A. Virginia Parker Bunch, MS, Program Specialist
  parkeran@ecu.edu, 737-2058

Kelley Reinsmith-Jones, Ph.D., Associate Professor
  reinsmithjonesk@ecu.edu, 328-1450

Abby Schwartz, Ph.D., Assistant Professor
  schwartza15@ecu.edu, 328-4209

Kevin White, Ph.D., Assistant Professor
  whitekev15@ecu.edu, 737-1853

Jie Yang, Ph.D. Assistant Professor
  Rivers 115

See Appendix A, Appendix B, and Appendix C beginning on the following page
Appendix A

The East Carolina University

School of Social Work

Technical Standards for Professional and Ethical Behavior

Introduction & Purpose:

The School of Social Work (SSW) at The East Carolina University is committed to supporting students as they prepare to become professional social workers. This document describes the Technical Standards for Professional and Ethical Behavior each Bachelor of Social Work (BSW) student must satisfy in order to enroll in, progress through, and graduate from the BSW program.

Because the SSW is preparing students for careers as professional social workers, and given the nature of professional social work practice to protect the clients and communities we serve, the SSW has established requirements for student conduct that not only focus on academic performance but that also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context.

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical behavior articulate minimum expectations for students. If faculty or administrators have questions about whether a student is able to meet these Standards, the Committee on Students policy will be followed and this document can be used as a guide to make a referral to the Committee on Students. The full Committee on Students referral process is outlined in the BSW Curriculum Manual.

A student can participate in the BSW program so long as they are able to meet these standards with or without reasonable accommodations. Students who seek accommodations for disabilities should contact the University’s Office of Disability Services (“DSS”) as soon as possible. DSS will determine a student’s eligibility for and recommend appropriate accommodations and services. DSS may be reached by 252-737-1016 or by email at http://www.ecu.edu/cs-studentaffairs/dss/.

Commitment to Non-Discrimination

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.
The Technical Standards outlined below address the following:

1. Communication
2. Physical and Cognitive Ability
4. Self-Awareness and Reflective Listening
5. Respect for Diversity and Commitment to Social Justice
6. Ethical Conduct
7. Interpersonal Skills
8. Academic and Professional Standards

**Technical Standards**

1. **Communication**

Students must be willing and able to meet the following requirements:

- Express ideas and feelings clearly;
- Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
- Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
- Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling and applying the SSW-designated writing style;
- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution as outlined in Curriculum Manual on page 48; and
- Mastery of both written and spoken English is required at matriculation in the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

2. **Physical and Cognitive Ability**

Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

- Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
- Navigate the transportation to attend field and classroom requirements;
- Use the technology required to engage in practice and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- Demonstrate the capacity to think critically and to apply effective problem-solving skills.
3. Emotional and Mental Stability, Management, and Regulation

In accordance with the National Association of Social Workers’ (NASW) Code of Ethics (SS 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments;
- Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Seek appropriate help when personal issues interfere with professional and scholastic performance;
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
- The ability to integrate into practice constructive criticism received in both didactic and field settings

4. Self-Awareness and Reflective Thinking

Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
- Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice;
- Take responsibility for their own actions and consider the impact of these actions on others; and
- Seek supervision and accept constructive feedback in a positive manner.

5. Respect for Diversity and Social Justice

Social Work practice requires understanding, affirming, and respecting another individual’s way of life and values. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, poverty, marginalization, and alienation as well as privilege and power (Council on Social Work Education, 2008, EPAS SS 2.1.5) Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
- Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person’s age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
- Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
• Approach differences with an attitude of humility and respect; acknowledging the importance of cultural differences in shaping life experiences;
• Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
• Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

6. Ethical Conduct

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social worker profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University’s Honor Code. Students must be willing and able to meet the following requirements:

• Adhere to a commitment to clients’ rights to freedom of choice and self-determination;
• Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
• Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
• Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one’s own competence and to seek help from an appropriate source when necessary;
• Disclose any criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises;
• Disclose any discipline imposed by a state licensing board or the equivalent; and
• Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visuals materials for academic course work.

7. Interpersonal Skills

Students must be willing and able to meet the following requirements:

• Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals; and
• Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship, and exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.
8. Academic and Professional Standards

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the Graduate School’s requirements to remain in good academic standing and to continue in the program (i.e., cannot receive a grade of F or nine credit hours with a grade of L to remain in good academic standing). This includes following the policies and procedures of the University and the Graduate School (http://www.ecu.edu/cs-acad/gradschool/Graduate-School-Handbooks-Manuals.cfm).
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- Follow the policies, procedures, and operating standards of the School of Social Work, the Graduate School, ECU, and the field placement agency;
- Ensure that appearance, dress, and general demeanor are appropriate to the context;
- Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices through the learning process and supervision.
The Student Professional Behavior Rubric

Overview: The Student Professional Behavior Rubric assesses practice behaviors related to EPAS Competency 2.1.1. It is completed each term in courses during the student’s educational career in the social work program. Survey responses rated Of Concern or Unacceptable will be reviewed with the student. A referral will then be made to the BSW Coordinator who will develop a professional behavior improvement plan.

Instructions: Faculty member will rate the student’s professional behavior within the classroom on a rising scale of 1 to 4, with 1 being the least proficient to 4 being the most proficient.

<table>
<thead>
<tr>
<th>1. Class Attendance</th>
<th>2. Class Attentiveness and Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 – Excellent</strong></td>
<td><strong>4 – Excellent</strong></td>
</tr>
<tr>
<td>• Always arrives on time</td>
<td>• Consistently gives careful attention to lecture and participates willingly in classroom learning activities</td>
</tr>
<tr>
<td>• Does not have more than one absence</td>
<td>• Does not engage in off-task activities such as leaving the classroom, electronics use, and “packing up” prior to end of the class</td>
</tr>
<tr>
<td>• Always communicates absences to instructor prior to class</td>
<td>• Usually gives attention to lecture and participates willingly in classroom learning activities</td>
</tr>
<tr>
<td><strong>3 – Acceptable</strong></td>
<td><strong>3 – Acceptable</strong></td>
</tr>
<tr>
<td>• Usually arrives on time</td>
<td>• Usually gives attention to lecture and participates willingly in classroom learning activities</td>
</tr>
<tr>
<td>• Does not have more than two absences</td>
<td>• Usually does not engage in off-task activities such as leaving the classroom, electronics use, and “packing up” prior to end of the class</td>
</tr>
<tr>
<td>• Usually communicates absences to instructor prior to class</td>
<td>• Sometimes is attentive in class and participates willingly in classroom learning activities</td>
</tr>
<tr>
<td><strong>2 – Of Concern</strong></td>
<td><strong>2 – Of Concern</strong></td>
</tr>
<tr>
<td>• Sometimes arrives on time</td>
<td>• Sometimes is attentive in class and participates willingly in classroom learning activities</td>
</tr>
<tr>
<td>• Has three or four absences</td>
<td>• Frequently engages in off-task activities such as leaving the classroom, electronics use, and “packing up” prior to the end of class</td>
</tr>
<tr>
<td>• Sometimes communicates absences with instructor prior to class</td>
<td>• Rarely is attentive and off-task activity is chronic</td>
</tr>
<tr>
<td><strong>1 – Unacceptable</strong></td>
<td><strong>1 – Unacceptable</strong></td>
</tr>
<tr>
<td>• Frequently is late to class</td>
<td>• Rarely or never participates willingly in classroom learning activities</td>
</tr>
<tr>
<td>• Has five or more absences</td>
<td></td>
</tr>
<tr>
<td>• Rarely communicates absences with instructor prior to class</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Professional Respect and Communication

<table>
<thead>
<tr>
<th>4 – Excellent</th>
<th>3 – Acceptable</th>
<th>2 – Of Concern</th>
<th>1 – Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistently is respectful of others’ ideas and perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Always demonstrates professionalism when emailing or meeting with instructor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Usually is respectful of others’ ideas and perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Generally demonstrates professionalism when emailing or meeting with instructor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sometimes is respectful of others’ ideas and perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Occasionally demonstrates professionalism when emailing or meeting with instructor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Often is disrespectful of others’ ideas and perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rarely demonstrates professionalism when emailing or meeting with instructor.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Collaboration and Use of Professional Boundaries

<table>
<thead>
<tr>
<th>4 – Excellent</th>
<th>3 – Acceptable</th>
<th>2 – Of Concern</th>
<th>1 – Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistently attends to professional roles and boundaries when interacting with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Always work well with all team members, while relating easily and positively with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Usually attends to professional roles and boundaries when interacting with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Generally works well with all team members while relating easily and positively with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Often needs reminders about professional roles and boundaries when interacting with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reluctant to collaborate with others and struggles with maintaining positive relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rarely demonstrates respect for professional roles and boundaries when interacting with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has not demonstrated skills in working with others and relationships with classmates have been negatively affected</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5. Use of Feedback and Self-reflection

<table>
<thead>
<tr>
<th>4 – Excellent</th>
<th>3 – Acceptable</th>
<th>2 – Of Concern</th>
<th>1 – Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistently open to constructive feedback and incorporates it into self-reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Usually open to constructive feedback and incorporates it into self-reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sometimes open to constructive feedback and incorporates it into self-reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rarely open to constructive feedback and does not incorporate it into self-reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6. Self-awareness

<table>
<thead>
<tr>
<th>4 – Excellent</th>
<th>3 – Acceptable</th>
<th>2 – Of Concern</th>
<th>1 – Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Always maintains a high level of awareness about the impact of his/her verbal and non-verbal communications and behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Generally maintains a high level of awareness of the impact of his/her verbal and non-verbal communications and behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Occasionally aware of the impact of her/his verbal and non-verbal communications and behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rarely appears aware of the impact of her/his verbal and non-verbal communications and behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Faculty comments:**
### Initiative

<table>
<thead>
<tr>
<th>4 – Excellent</th>
<th>3 – Acceptable</th>
<th>2 – Of Concern</th>
<th>1 – Unacceptable</th>
</tr>
</thead>
</table>
| • Always plans and completes work in a timely manner.  
• Always seeks out opportunities when presented in class to demonstrate professional social work demeanor. | • Generally plans and completes work in a timely manner.  
• Generally seeks out opportunities when presented in class to demonstrate professional social work demeanor. | • Occasionally plans and completes work in a timely manner.  
• Occasionally seeks out opportunities when presented in class/field to demonstrate professional social work demeanor. | • Rarely plans and completes work in a timely manner.  
• Rarely seeks out opportunities when presented in class/field to demonstrate professional social work demeanor. |

Faculty comments:
Appendix C

Student Performance Improvement Plan

➢ **When should you complete a Student Performance Improvement Plan (SPIP)?**

When students begin to fall behind in one of four areas:

1) Failure to submit assignments on time
2) Failure to meet a minimum number of hours
3) Failure in adherence to NASW code of ethics and
4) Failing to demonstrate core competencies at an appropriate level

Additionally, a SPIP should be created if a student’s performance is leading to decreased learning opportunities, inability to progress in competencies, and/or termination from a field placement.

➢ **Who should be involved?**

The Student, Professors, Field Instructor (FI), Task Supervisor (TS), and External Field Instructor (EFI) (if applicable), Field Liaison, and if needed, the Office of Field Education Staff.

➢ **Where do I start?**

Steps for SPIP:

1) Concern identified regarding the student’s education
2) While at times it may be necessary to implement a SPIP immediately, whenever possible, a Pre-SPIP Letter should be sent to the student before creating the SPIP.
3) Create a SPIP with involved professors, the FI (if field related) and student (create checkpoints with specific dates and modes (email, phone, etc.) of communication)
4) If necessary, consult with colleagues and administration to review the SPIP and make recommendations
5) Obtain signatures on the SPIP document (Student is encouraged, but not required to sign the SPIP for it be enforced)
6) Document the SPIP and share with necessary faculty and University officials
7) Document all communications and issues occurring with the student and agency
8) If the student continues to meet SPIP requirements: 1) Update documentation and notify required administration
9) If the student is not meeting SPIP requirements or is dismissed from the field placement agency: 1) Notify the appropriate Field Faculty and set up a meeting with the student and, if appropriate, the agency and modify the SPIP as needed.

➢ **What should the SPIP accomplish?**

- Clearly identify where the student is falling behind in the summary of practice concerns including examples with measurability
Utilize the core competencies to identify where the problem lies, the goal, and the objective/student responsibilities to master the competency

**Student Performance Improvement Plan**

<table>
<thead>
<tr>
<th>Semester: _____</th>
<th>Year: _____</th>
<th>Date: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: _______</td>
<td>Field Liaison: _______</td>
<td></td>
</tr>
<tr>
<td>Agency: _______</td>
<td>Field Instructor: _______</td>
<td></td>
</tr>
<tr>
<td>Professor: _______</td>
<td>Professor: _______</td>
<td></td>
</tr>
</tbody>
</table>

This document states the expectations discussed and agreed upon during the (date) meeting with the ECU Field Liaison (name), Field Instructor (name), SW intern (student name), and involved professors. By signing, the SW intern, field instructor, field liaison, and professors acknowledge that they have read and understand the expectations and requirements listed below in order to support (student name) in meeting the (course number) requirements.

**Summary of Practicum Concerns** (narrative limited to one paragraph):

(to be expanded as needed)

<table>
<thead>
<tr>
<th>Competency / Ethical Area(s) of Concern</th>
<th>Current Performance</th>
<th>Expectation(s) of Student</th>
<th>Timeline for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Professional Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ethical Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: Diversity/Difference in Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5: Human Rights/Social Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6: Research-informed practice and Practice informed Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7: Human Behavior and the Social Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8: Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9: Contexts to Shape Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 A- Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Field Instructor</td>
<td>Date:</td>
<td>Field Seminar Instructor</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>10 B- Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 C- Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 D- Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student: ____________________________ Date: _______________________
Field Instructor: __________________ Date: _______________________
Field Seminar Instructor: ______________ Date: _______________________
Professor: __________________________ Date: _______________________
Professor: __________________________ Date: _______________________