

Bachelor of Social Work Student Handbook



**Social and Behavioral Sciences Department
Updated August 2025**



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Preface

Welcome to the Bachelor of Social Work (BSW) program at Utah Valley University! We are thrilled to have you join our community of passionate and dedicated students who are committed to making a meaningful difference in the lives of individuals and communities.

This Student Handbook is designed to be your guide throughout your journey in the BSW program. Inside, you'll find the information you need to successfully complete your degree: program expectations, key policies, and planning tools to help you assess your progress. As a full-time, face-to-face, cohort program, we believe in supporting each other as we learn and grow together.

Some of the policies contained here are unique to the BSW program, while others align with UVU Policy 548: Academic Rights and Responsibilities of Healthcare and Counseling Clinical Program Students. Please remember that procedures specific to your field education (practicum) are detailed in a separate BSW Field Manual. Time the time to get familiar with these requirements, they're here to help you succeed.

As a graduate of UVU's BSW program, you'll be joining a vibrant network of generalist social work professionals, prepared to launch careers in child and adult protective services, schools, mental health settings, women's shelters, nursing homes, hospitals, case management positions, and many other vital roles across our communities.

We are truly excited to have you with us and look forward to supporting you as you learn, grow, and prepare for a rewarding future in social work. Welcome to the UVU social work family, and best wishes for an inspiring and successful two years ahead!

Dr. Melissa Hirschi, BSW Program Director
Christine Madden, BSW Field Education Director
Alan Misbach, BSW Faculty
Katelyn Peterson, BSW Faculty
Dr. Elizabeth Hendrix, BSW Faculty
Dr. Ben Schilaty, BSW Faculty
Dr. Devon Musson Rose, BSW Faculty
Cindy Lau, BSW Program Manager
Bev Kent, BSW Academic Advisor
Manina Johnson, BSW Assistant

Program Context

Utah Valley University (UVU) has a rich tradition of serving the evolving needs of its community, beginning as a technical trades school in 1941 during the era following the Great Depression. Through the decades, UVU's mission and offerings expanded, reflecting a commitment to accessible, high-quality education. Its role as one of the state's two remaining community colleges continued until 2008, when the Utah State Legislature unanimously voted to grant university status to what became Utah Valley University. Today, UVU stands as a vibrant teaching institution dedicated to engaged student learning and learner-centered teaching.

The Bachelor of Social Work (BSW) program is an integral part of the Social and Behavioral Sciences Department within the College of Humanities and Social Sciences. Our program upholds the university's mission by preparing students for meaningful careers in social work through a balance of rigorous coursework and applied, hands-on experiences. We embrace a cohort model and in-person learning, emphasizing connection, mentorship, and mutual support.

Grounded in the values and standards of the social work profession, the UVU BSW program is committed to competency-based education. Our curriculum is designed to foster measurable practice behaviors rooted in social work knowledge, values, and skills. Through both academic coursework and field practicum experiences, students gain the ability to integrate and apply professional competencies in diverse practice settings with individuals, families, groups, organizations, and communities. This approach aligns with national standards established by the Council on Social Work Education (CSWE).

As part of UVU's legacy of community engagement and professional preparation, the BSW program equips graduates with the skills and adaptability required to address complex social issues and contribute positively to the well-being of communities throughout Utah and beyond.

Mission Statements

Utah Valley University Mission

Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

UVU's culture supports our mission of student success. Student success encompasses both terminal degrees and the holistic education of students and we believe that we can fulfill this mission best in an environment that allows all individuals to thrive personally and professionally. To this end, UVU operates in accordance with three core values: exceptional care, exceptional accountability, and exceptional results.

The College of Humanities and Social Sciences Mission

The UVU College of Humanities and Social Sciences is dedicated to supporting the mission and core themes of Utah Valley University. We seek to promote student success by offering a rigorous academic experience, including engaged-learning opportunities that help students

develop valuable and transferable career skills. We support a culture of scholarship and professional accomplishment for students and college personnel and endeavor to foster a culture of continuous improvement and accountability. We serve our community's needs by providing opportunities for professional and personal development and by promoting civic engagement.

We respect differences and work to maintain a supportive and inclusive environment that enables diverse perspectives to flourish. All of our efforts are couched in a firm commitment to ethical behavior, academic freedom, collaborative decision-making, and responsible use of public resources.

Social and Behavioral Sciences Department Mission

The Behavioral Science Department is home to rigorous interdisciplinary programs that prepare students to make positive contributions in their academic, work, and community settings by developing their understanding of human functioning in various contexts. We promote and mentor student engagement with each other and with their academic, professional, or geographic communities in order to achieve essential learning outcomes.

Bachelor of Social Work Program Mission

The Bachelor of Social Work (BSW) Program at Utah Valley University prepares competent social work professionals in an inclusive and empowering environment. By prioritizing safety, trustworthiness, choice, collaboration, and empowerment, we advance human and community well-being through education and practice.

Our program fosters learner-centered teaching, community partnerships, and innovative research to equip students with a strong foundation in generalist practice. Grounded in the person-in-environment framework and informed by a global perspective, we emphasize respect for human diversity, ethical integrity, and the transformative power of human relationships.

Our program is dedicated to advancing fairness, opportunity, and well-being for all, facilitating the realization of human rights and enhancing quality of life locally and globally. We inspire a lifelong commitment to service, scientific inquiry, and professional competence, empowering students to advocate for change and the enhancement of societal well-being.

BSW Program Goals

UVU's BSW program has six goals that guide our focus.

1. To prepare students to be competent social work generalist practitioners with individuals, families, groups, communities, and societies and to assist in the promotion of social and economic justice within individual, family, political, cultural, and social contexts.
(Integration of knowledge, values, and skills for practice)
2. To enhance professional development within students through engaged teaching methods, service-learning activities, self-exploration and to ensure practice in behavior that is consistent with the principles, values, and ethics of the profession of social work.
(Ethical practice)

3. Motivate respect for and appreciation of human diversity. (**Diversity**)
4. Prepare students to become involved in social and economic justice issues for all people, to improve their quality of life. (**Social and economic justice**)
5. To prepare students to be effective consumers of research and its application to social work practice through critical thinking, self-analysis, and continuing education. (**Continuous learning**)
6. To prepare students for advanced education in social work or other graduate level learning. (**Graduate education**)

These goals are interrelated with the program's mission and with the broader missions of the [Department of Social and Behavioral Sciences](#) and the [College of Humanities and Social Sciences](#), and grow from the values of the social work profession.

BSW Program Competencies

The Council on Social Work Education's 2022 Educational Policy and Accreditation Standards outline nine core competencies and related practice behaviors that all BSW students must demonstrate in order to enter the profession at the entry level. These competencies align closely with our program's mission and goals, as well as UVU's commitment to character and career preparation. Every course in our curriculum is intentionally structured to support students in developing these essential skills and behaviors. Additionally, our assessment methods are designed to measure student achievement in each competency area.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision

making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and

communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Governance

Our BSW program is part of the Social and Behavioral Sciences (SBC) Department within the College of Humanities and Social Sciences (CHSS).

Dr. Steven Clark (located on the 5th floor of CB) is the current Dean of the College of Humanities and Social Sciences.

Dr. Rachel Arocho (located on the 3rd floor of the CB) is the current Chair of the Social and Behavioral Sciences Department.

Dr. Melissa Hirschi (located in the garden level of the BA) is the current BSW Program Director.

The College, Department, and BSW program regularly hold meetings to develop, discuss, and revise policies and procedures relevant to the BSW program. Of particular importance to undergraduate social work majors are the BSW Program Committee meetings and the Field Education Committee meetings. These meetings address curriculum planning and key issues related to implementation of the program. Many of the policies and guidelines that directly affect students are created and approved during these discussions. The goal of the BSW faculty and staff is to support you in your journey to become a professional social worker. You can find the names, office locations, and emails of the social work faculty in Appendix A.

Social Work Advisory Committee (SWAC)

The Social Work Advisory Committee (SWAC) serves as a vital bridge between the academic program and the broader social work community. Its purpose is to:

- Strengthen connections between the program and current issues in professional practice;
- Advise on policy and curriculum revisions to ensure alignment with evolving practice needs;
- Support ongoing program improvement through review of assessment data and collaboration in meeting CSWE accreditation standards.

Committee Composition

SWAC is co-chaired by the Directors of the MSW and BSW programs. The committee is appointed by the directors in consultation with program faculty and staff.

SWAC membership must include:

- A minimum of six practicing social work professionals from the community, including at least two program alumni;
- At least three currently enrolled students, representing both undergraduate and graduate social work programs. Student representatives are expected to contribute their perspectives on curriculum, policy, and program development and to solicit and share relevant feedback from their peers.

Terms of Service

- Representatives may either be nominated for service on SWAC or may submit notification of interest to either co-chair;
- Community members serve a three-year term, renewable for one additional term;
- Student members serve a one-year term, renewable for a second year;
- Terms will be staggered to ensure continuity of participation and institutional knowledge.

All social work faculty are encouraged to attend SWAC meetings to remain engaged with community input and program development.

Locating the Social Work Offices

Utah Valley University
800 West University Parkway,
Orem, UT 84058

Most BSW program faculty and staff are located on the garden level (00) of the Browning Administration Building. The BSW program email is: socialwork@uvu.edu. To ensure you receive information related to BSW program activities and events, please check your UVU email daily.

Academic and Professional Advice

Academic advising for social work majors and BSW students formally admitted to the BSW program is provided by the College of Humanities and Social Sciences Academic Advising Center. Our BSW program has a dedicated Academic Advisor for BSW students. For students formally admitted to the BSW program, this process begins when students first begins the BSW program. During the first week of their first semester, new students are required to attend a new student orientation, during which we discuss the profession, social work education, and the policies and procedures specific to our BSW program. Transfer students and students changing their major to social work are encouraged to meet with the BSW Academic Advisor.

Bev Kent (located on the 5th floor of CB) is our BSW Academic Advisor.

As a student in the BSW program, you are expected to meet with your advisor regularly in order to plan and register for upcoming semesters. It is the student's responsibility to come prepared for their advising session. Students should be prepared to have access to their Degree Map (print or electronic copy). Transcript and Degree Maps can be accessed through your student self-serve portal. These steps will help ensure that you are able to register at your assigned time.

Professional advice is provided by all BSW program faculty who are willing and able to talk with students about the profession. All of our faculty were professional social workers before they became social work educators and many continue to be actively involved in social work practice. Many of our faculty maintain close ties to professionals in the community through their work outside the University and through professional networks. Our faculty are also part of a network of social work educators; educators frequently attend national conferences through which they meet and work with professors at universities and colleges across the country. When you are considering graduate-level education, consider speaking with your BSW faculty about different programs and options. Faculty members have many responsibilities and are not always at their desks. Because of the demands of scheduling, you are strongly encouraged to make appointments with the BSW Academic Advisor and BSW program faculty and staff.

Working with Your Advisor

You are encouraged to seek out your advisor to discuss your academic program. You should get to know your advisor and ensure that your advisor knows you. Your advisor can be reached:

- By phone: 801-863-4662
- By email: Beverly.Kent@uvu.edu
- By appointment: <https://appointments.uvu.edu/bevkent17>

Your advisor is available to work with you to ensure that you are taking coursework in the required sequence. Your advisor can also help you to develop a plan to address academic difficulties. Making an appointment is very important. You may call or email to make an appointment. If you drop by in person or join Teams office hours, you may be disappointed to find that your advisor is with another student. If your advisor is unable to keep an appointment, she will make every effort to contact you. Please check your UVU email daily.

Social Work Curriculum & Requirements

All of the social work requirements appear on the BSW Advising Sheet (Appendix B). The eight-semester schedule of courses provides a recommended framework for completing this program of study in four years (two years of general education and two years of BSW program specific courses). To ensure that they are making satisfactory academic progress, students should consult with their faculty advisor, ensure that they complete prerequisites and required courses in sequence and complete the required number of courses each semester.

Required BSW Program Courses

Prior to BSW Program Admission

SW 10101 Introduction to Social Work with B- or higher grade

ENGL 1010

ENGL 2010 or ENGL 2020 with C+ or higher grade

PSY 1010

All General Education Courses

All General Elective Courses

BSW Program Courses

Courses	Credits
<i>First Semester</i>	
PSY 3110 Statistics for Behavioral Sciences	4
SW 2100 Human Behavior in the Social Environment I	3
SW 3600 Ethics & Values in Social Work Practice	3
SW 3860 Interviewing Skills	3
Social Work Elective	3
<i>Second Semester</i>	
FAMS 3020/PSY 3030/SOC 3030 Research Methods	3
SW 3400 Human Behavior in the Social Environment II	3
SW 3500 Social Welfare Policies & Services	3
SW 3710G Diversity Practice in Social Work	3
SW 3000 Practice I Individuals	3
<i>Third Semester</i>	
SW 3100 Practice II Groups	3
SW 4800 Integrated Seminar I	1
SW 4810R Field Placement	5
Social Work Elective	3
Social Work Elective	3

Fourth Semester

SW 3200 Practice IV Communities & Organizations	3
SW 4850 Integrated Seminar II	1
SW 4810R Field Placement	5
Social Work Elective	3
Social Work Elective	3

The BSW program requires that all BSW students earn a minimum grade of B- in all core social work program courses and a minimum grade of C- on all elective courses. Not meeting this expectation will necessitate retaking a course and may impact a student's timeline for graduation and ability to remain in the BSW program. BSW program course descriptions can be found in Appendix C.

Field Education

The Council on Social Work Education has identified field education as the signature pedagogy of social work.

“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. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.” (CSWE EPAS 3.3)

Students will receive the full copy of the field manual when they begin their practicum. Below are some key points to be aware of now.

- Students are in a practicum in their final two semesters and are required to complete a minimum of 400 hours (200 hours each semester).
- Students are expected to continue working at their practicum agency through the entirety of the semester, even if they complete their hours early.
- Agencies or organizations interested in working with our students must be willing to provide our students with the range of experiences needed for beginning level generalist social work practice. They must provide opportunities for work with individuals, families/groups, and organizations/communities. The agency is prepared to provide supervision of student assignments in the field and hours by a qualified staff member and the agency must sign an affiliation agreement with the BSW program.
- Your Field Instructor must hold a BSW or MSW degree from a CSWE-accredited program; licensure is not required. They must also have a minimum of 2 years post-degree experience working in social work practice.
- Clearances, Background Checks, Physicals, Drug Tests, TB Tests, Vaccinations, etc., are based on agency requirements and timeframes and it is the student's responsibility to inquire about and complete what is needed.

- All field placements follow the same criteria for approval as stipulated in the Field Manual, including field placements in an organization in which the student is employed. In these employed-practicum settings, student field assignments and employment tasks Field placement applications, student field assignments, time tracking, supervision, and evaluations are documented and monitored in BSW Program provided spreadsheets and other tools. The BSW Field Department is responsible for reviewing and approving field practicum sites. All field placements likewise follow the same process for addressing disruptions as described in the field manual.
- Students are not guaranteed paid placements and need to be prepared to complete their practicum regardless of pay as field is a requirement to graduate with your BSW. Paid placements vary from agency to agency and change depending on funding and opportunities at agencies so there is not a list of paid placements for BSW students to refer to.
- Evening and weekend placements are rare. Working students should not assume they will be able to do a placement in the evenings or on the weekends.
- Students will be notified of Mandatory Field Orientations.

Life/Work Experience Credit

No credit for life or work experience can be given for any social work course, including the field education. There are no exceptions to this policy. This is a requirement that is mandated by CSWE, our accrediting body.

Transfer Credit

While we do not offer credit for life or work experience for social work courses, the UVU BSW program considers transfer of social work course credit from other CSWE accredited institutions on a case-by-case basis. The BSW program does **NOT** accept transfer credit for field practicum or field seminar courses. Only social work courses with a grade of B- or higher and completed within the last 10 years will be considered.

To request transfer credit for social work courses, students must follow the steps outlined with [UVU Transfer Services](#). After transcripts have been received and processed, students with transfer credit and/or an associate degree should contact the [BSW Academic Advisor](#) to verify requirement completion after your transcripts have been received and processed by UVU Transfer Services.

Working through UVU Transfer Services, BSW course requests are routed to the BSW Program Director for evaluation. Course descriptions (and course syllabi if requested) are evaluated for content, learning outcomes, and credit hour equivalency to determine if previous coursework meets program requirements.

Registration for Courses

Students can work with the BSW Academic Advisor for help with registering for courses. Additionally, more information on registration can be found on the [UVU Registration website](#).

Credit Load

In order for you to complete 120 credits in four academic years, or eight semesters, it is necessary to complete an average of 15 credits per semester. If you fall below this credit load for any given semester you will probably have to make up those hours during a summer session or by extending your graduation timeline. You must take 12 credit hours per semester to be considered a full-time student. If you drop courses and fall below 12 credit hours, you may lose your financial aid unless it is based on your being a part-time student. A typical student load is 15-18 hours. If you need to adjust your academic schedule for any reason, you must talk with your academic advisor as well as submit a request to be evaluated by the BSW Program Committee. This request can be found in Appendix D.

Admission to the BSW Program

UVU is an open enrollment institution. Any student can declare social work as their major. However, in order to be formally admitted to the BSW program, students must apply and be accepted into the program.

Admissions Policy

UVU's BSW program upholds a commitment to open and fair access for all qualified applicants. The admissions process is designed to ensure that every candidate is considered based on their individual merits, experiences, and potential for success in the field of social work. The program actively values students from a wide range of backgrounds and life experiences, recognizing that a variety of perspectives enriches classroom learning and the social work profession.

Admissions policies and procedures are structured to remove unnecessary barriers and provide opportunities for applicants who may have faced challenges in their educational journey. Applications are reviewed holistically, taking into account academic preparation, professional and volunteer experiences, and demonstrated commitment to serving individuals and communities.

Particular care is taken to ensure that the process does not disadvantage any applicant on the basis of their personal or social circumstances, including but not limited to race, ethnicity, age, gender, socioeconomic background, or other characteristics. The BSW program's goal is to cultivate a learning environment that reflects the diversity of the communities we serve, and to prepare social workers who are equipped to support all individuals in our society.

Application

UVU's BSW program admits two cohorts each academic year, one for fall semester and one for spring semester. Application requirements include:

- Must currently be admitted to Utah Valley University
- Completion of the BSW Application (electronic application in Qualtrics)
- Minimum cumulative GPA of 2.5
- Completion of the following courses before beginning the BSW program
 - ENGL 2010 with a C+ grade or higher
 - SW 1010 with a B- grade or higher
 - PSY 1010
 - All General Education courses

Meeting the minimum requirements make a student eligible to apply for admission to the BSW program, however, it does not guarantee admittance.

The application opens in early July and closes early September for our Spring cohort. The application for our Fall cohort opens mid-December and closes early February. The [BSW program webpage](#) has the most current dates as well as the link for the application. The entire application, including completed letters of recommendation must be submitted prior to the close of the application to be considered complete.

The BSW program application requires the following elements:

- Information about the applicant submitted through the online application
- Upload your personal statement (pdf file)
 - Briefly describe your professional, volunteer, and/or community service experiences or activities over the past five years
 - This information is also listed in your resume, however, in your personal statement this should be more detailed and describe what you did and how it impacted you and others.
 - Describe your personal strengths and limitations
 - Explain how your strengths will impact your social work practice
 - Explain how you will overcome your limitations and challenges
 - Describe your short- and long-term goals, including populations you want to work with and why
 - Describe your personal values and how these values compliment/line-up with social work values
- Upload your resume (pdf file)
- Upload your transcript(s) (pdf file)
- Submit names and contact information for two (2) references

Application Review

All complete applications are reviewed according to established program criteria. The review process is designed to be consistent, impartial, and based on transparent standards for admission. Applications are reviewed independently by two BSW program faculty or staff members using a standardized scoring rubric, which considers academic preparation, relevant experience, and other application materials. Weighted means are calculated to minimize differences in scoring across raters, and all applicants and scores are discussed by the program admissions committee. Final decisions are based on applicant scores and the number of spots available for each cohort, in compliance with CSWE required faculty-to-student ratios.

Admission Decision

Applicants may receive notification of one of the following admission decisions:

- Admission (full acceptance)
- Conditional admission
- Waitlist
- Denial of admission

Approximately 30 students are admitted each fall and spring semesters. The final number of students admitted is based on the largest number of qualified applicants and the number of students that can be admitted to maintain our CSWE required faculty to student ratio. Admission decisions are sent through UVU email. It is the applicant's responsibility to regularly check their UVU email.

Acceptance

Acceptance: Applicants who are fully accepted.

Students who are fully accepted to the program will be sent an acceptance email with a letter. This acceptance includes information about the courses to register for in the first semester, information about contacting the BSW Academic Advisor, information about the mandatory BSW Orientation, and a deadline to accept the applicant's admission to the BSW program. **It is very important to respond and accept admission by the deadline listed on the acceptance or the applicant's spot may be given to a student on the waitlist.** If you have applied and been accepted and your circumstances have changed, please let the BSW program know as soon as possible so that an applicant on the wait list can be offered a spot. Students admitted to the BSW program are expected to begin with the cohort they applied and were accepted for.

Conditional Acceptance

Conditional Acceptance: Applicants who are accepted contingent upon completion of outstanding requirements.

Students who have required courses in progress are still able to apply to the BSW program. All required courses must be successfully completed prior to starting the BSW program. If a student is waiting for final grades or has not quite completed a course and is accepted to the BSW program, they will be sent a conditional acceptance letter. The letter will state the specific conditions (e.g., successful completion of SW 1010). This acceptance also includes information about the courses to register for in the first semester, information about contacting the BSW Academic Advisor, information about the mandatory BSW Orientation, and a deadline to accept the applicant's admission to the BSW program. **It is very important to respond and accept admission by the deadline listed on the acceptance or the applicant's spot may be given to a student on the waitlist.** If you have applied and been accepted and your circumstances have changed, please let the BSW program know as soon as possible so that an applicant on the wait list can be offered a spot. Students admitted to the BSW program are expected to begin with the cohort they applied and were accepted for. If the conditions of the acceptance are not met prior to the start of the semester, the student will be asked to withdraw from the social work classes they registered for and will not be able to remain in the BSW program. This student would be able to reapply to the BSW program for a future semester if they choose.

Waitlist

Waitlist: Applicants who meet minimum requirements but cannot be admitted due to capacity limits.

Students who are scored high by the raters but there are not enough slots for all applicants, will be placed on a waiting list. Students will be notified through their UVU email that they are on the waiting list. **It is very important to check your UVU email regularly.** If a spot opens up and you are able to move off the waiting list, you will be notified via your UVU email. If this happens, you will be sent either the Acceptance information or the Conditional Acceptance information.

Denied

Denied: Applicants who do not meet requirements or whose applications are incomplete.

The BSW program cannot accept every applicant to the program. Some applicants will not be accepted or be placed on the waiting list. This might be for many different reasons. Some common reasons are that the applicant's personal statement did not answer the questions, the applicant's reference(s) did not provide enough detail or were not appropriate (e.g. a relative or friend provided the reference), or the application was incomplete. Additionally, there are generally more applicants than can be accepted which requires that some applicants are denied. Applicants who are denied admission to the BSW program will be sent a letter through UVU email. Applicants who are denied admission can apply for a future cohort. The application will need to be submitted again in order to be considered and reviewed for a future cohort.

All admission decisions are communicated via students' UVU email accounts. It is the applicant's responsibility to regularly check their UVU email for notifications regarding program status and any required actions. Detailed instructions are provided in each type of notification.

BSW Program Completion

Students must complete all required social work courses with a grade of B- or better. If a student earns a grade lower than a B-, the course must be repeated. Repeating a course will change the student's schedule and the student will need to work with the BSW Academic Advisor and may need to submit a formal request to be evaluated by the BSW Program Committee. This request can be found in Appendix D. Students can repeat up to three (3) courses. This can be the same course more than once or a combination of different courses.

Graduation Requirements

Earning a CSWE-accredited degree in social work from our program have many privileges associated with this Bachelor of Social Work (BSW) degree. Privileges associated with this degree include: (1) eligibility for membership in the National Association of Social Workers (NASW); (2) eligibility to apply for their Social Service Worker (SSW) license through the Utah Division of Professional Licensing (DOPL); and (3) eligibility for advanced standing consideration in graduate-level social work programs, contingent upon GPA and other Advanced Standing MSW program requirements.

Graduation requirements:

1. Completion of a minimum of 12 semester credits, 40 of which must be upper division.

2. Overall grade point average of 2.5 or above.
3. Residency hours – minimum of 30 credit hours through course attendance at UVU, with at least 10 credit hours earned in the last 45 credit hours.
4. All BSW program courses must be completed with a grade of B- or higher.
5. All social work elective courses must be completed with a grade of C- or higher.
6. Completion of one course that meets the Global/Intercultural requirement, indicated by a course number ending in G.

Students should work with the BSW academic advisor to make an academic plan, explain admission, and program requirements.

Applying for Graduation

Students will need to work closely with the BSW academic advisor and stay informed about graduation processes and timelines. More information can be found on the [UVU Graduation website](#).

Adjustment to Academic Schedule Request

Students who have been admitted into the BSW program, are expected to complete all the requirements in two consecutive years from the date they begin the BSW program. However, due to unforeseen life circumstances, sometimes a student might need to withdraw temporarily from the program or may choose to leave the program completely. The following policies go into effect as soon as a student is admitted into the program.

Sequence

Students are expected to take courses in the order and timeframe as outlined. Students wishing to take courses early are under the same obligation to file a formal advanced petition and will likely not be considered unless there is legitimate hardship

Adjustment to Academic Schedule

Only in cases of military assignment, religious service or medical hardships (e.g., problematic pregnancy, major surgery, life-threatening events, severe family circumstances, etc.), or other extenuating circumstances can students petition for an adjustment to their academic schedule. Petitions can only be submitted by students in good standing. The petition must be initiated and submitted by the student and must provide a detailed explanation of the request, rationale, and proposed adjustment to the student's academic plan that will demonstrate a new proposed timeline for graduation. The petition must be submitted to the BSW Program Director by the student as soon as they can. In consultation with the BSW faculty, the petition will be reviewed, and the student will be informed of the decision regarding their petition via their UVU email address.

Withdrawal, Leave of Absence, and Readmission

A student who has been admitted into the program and withdraws without receiving a written approval from the BSW Program Committee, will be dismissed from the program unless an emergency precludes the student's ability to undergo such a process. Students who have requested and been approved to adjust their academic schedule (e.g. taking a leave of absence)

will submit a Withdrawal, Leave of Absence, and Readmission form (Appendix E) for approval to return to the program.

Opportunities for Professional Growth & Development

National Association of Social Workers (NASW)

Undergraduate and graduate level social work students are eligible for membership in the National Association of Social Workers (NASW). This organization provides valuable educational, recreational, networking and advocacy experiences. Membership is associated with identification with the profession and includes subscriptions to a national journal and to national, state and division newsletters. Membership in NASW offers significant opportunities for leadership at the local, state and national levels, as well as provides discounts on educational events (such as conferences). All BSW students will be enrolled as student members in the NASW when they begin their practicum. The BSW Field Director will help coordinate this membership.

Social Work Clubs

The Social Work Student Association (SWSA) at UVU is a student organization open to all students who have an interest in social work. This organization provides avenues for the dissemination of information for the exchange of communication of various issues in the social work field. Opportunities are available for students to become actively involved in areas that are representative of the profession and that are of concern to them. This organization also provides leadership opportunities for students.

Social Work Licensure in Utah

Each state has its own rules and regulations governing licensure, including social work licensure, for that state. Utah's rules and regulations for social work licensure can be found on the Division of Professional Licensing website: <https://dopl.utah.gov/social-work/>

Academic and Program Policies

All UVU students who have declared social work as their major as well as all students formally admitted to the BSW program are expected to understand and adhere to UVU's [Student Rights and Responsibilities Code, or Code of Conduct](#). Students are also expected to understand and abide by the National Association of Social Workers (NASW) Code of Ethics (see appendix E).

Student Rights and Responsibilities

According to University policy, "a student subject to suspension or dismissal (from the University or the BSW program) may petition the Academic Standards Committee for a exception to the Academic Standards Policy. To do so, he/she must submit a written appeal to the Standards Coordinator. In this petition, the student may request that he/she be granted a hearing before the Academic Standards Committee. The petition should set forth the extenuating

circumstances that would warrant the granting of a waiver of the student's suspension, or dismissal status. Evidence should be presented which would indicate that the student has carefully considered and re-assessed educational objectives and has eliminated those factors which led to suspension, or dismissal status. If a student is dissatisfied with the decision of the Academic Standards Committee, the student has the right to present a written appeal to the Vice President for Student Services, within two weeks following notification of the committee's decision.”

General Rights

A student, while properly enrolled at the institution, will have the right to the following institution services, treatment, and information:

1. Free and open discussion, inquiry and expression, subject to constitutional limitations regarding time, place, and manner.
2. Protection against the institution’s improper disclosure of students’ records, work, views, beliefs, and political associations.
3. Procedural safeguard and personal privacy with respect to testing for drugs and infectious diseases (e.g. AIDS).
4. Timely and understandable information and respectful treatment regarding policies, refunds, lab fees, course fees, library fines, lab breakages and liability, etc.
5. Freedom from a discriminatory and offensive campus environment that may cause emotional stress or a hostile or offensive campus environment directed toward another person.
6. Freedom from sexual harassment.
7. Full protection under the Constitution for freedom of the press, including the Constitutional limitations on prior restraint and censorship.
8. Due process of law is seen as essential to the proper enforcement of institution rules.
9. Security for his/her person, papers, and personal effects against unreasonable searches and seizures.
10. Freedom to form and to operate an organized student association within the guidelines prescribed by the institution.
11. Access to the institution’s Ombudsman for consultation in matters of personal and school issues and concerns.

12. Student representation through student government on institutional committees, councils, commissions, and other formally constituted bodies that make general policy and procedure decisions directly affecting students or that govern student activities and conduct.
13. Access to all student government sponsored activities.
14. Accurate information in advertising, recruitment, and orientation efforts.

General Responsibilities

A student assumes responsibility for conducting themselves appropriately. Categories of misconduct that are not considered responsible behavior include, but are not limited to, the following:

1. Failure to respect the right of every person to be secure from fear, threats, intimidation, harassment, hazing and/or physical harm caused by the activities of groups or individuals.
2. Sexual assault, harassment, or any other unwelcome verbal or physical sexual activity, including the support or assistance of such activities.
3. Unauthorized seizure or occupation of any institutional building or facility.
4. Obstruction, disruption or interference with teaching, disciplinary proceedings, institution sponsored activities and services or events.
5. Use or possession of any weapon, explosive device, or fireworks on a person or storage of such on institutional property without prior written approval from the Chief of Campus Police.
6. Unlawful use, possession, distribution, sale, manufacture, or possession for purposes of distribution or sale of any controlled substance or illegal drug on any property or in any building owned, leased or rented by the institution or at any activity sponsored by the institution.
7. Initiation or circulation of any false report, warning or threat of fire, bombs or explosives on institutional premises or during institution-sponsored events.
8. Violation of the Utah Indoor Clean Air Act and/or the institution smoking policy (institution Policy 158 Tobacco).
9. Sale, possession, manufacture, distribution or consumption of alcoholic beverages on institution properties.

10. Unauthorized possession, forging, altering, misusing or mutilating of institutional documents, records, educational materials, identification, (e.g., personal ID, parking decal, etc.) or other institution property.
11. Violation of city ordinances and/or state statutes regarding gambling.
12. Delivery of false information to institutional personnel.
13. Theft or malicious destruction, damage or misuse of institution property or private property of another person on the institution campus or when engaged in activities sponsored or supervised by the institution off campus.
14. Intentionally or recklessly destroying, defacing, vandalizing, damaging or misusing the property, equipment, materials, services, or data of the institution.
15. Unauthorized possession or use of a key to any institution, facility, or equipment.
16. Obscenity and lewd conduct as defined by institution policy, city ordinances, and/or state statutes.
17. Failure to adhere to all laws and regulations governing the duplication and use of copyrighted materials including printed and audio materials, video, film, and/or computer software.
18. Unauthorized use or charges to any institution telephone for long distance calls. Institution telephones are for business use only.
19. Unauthorized off-campus fund raising activities on behalf of the institution. All fundraising must have prior written approval from the institution's Development Office.
20. Intent to defraud the institution in any financial matter including, but not limited to:
 - a. Non-redemption of personal checks refused by a bank;
 - b. Sale/resale of supplies, books, or equipment in violation of institution agreements;
 - c. Falsifying institution financial records; and/or
 - d. Non-payment of tuition and fees as set forth by institution regulations.
 - e. Failure to conduct oneself in a way that does not endanger the health and well-being of other students and institution personnel.
 - f. Unauthorized commercial ventures or enterprises on institution property.
 - g. Bringing animals on campus, except for those serving the disabled or those used for educational purposes.
 - h. Allowing children in institution classrooms or laboratories (unless they are an integral part of instruction) or leaving children unattended in hallways and restrooms or at institution-sponsored events and functions.

Students are encouraged to report violations of this policy to an appropriate institutional office.

If a student is deemed to have violated professional and ethical standards of conduct, they may be dismissed from the program. Consistent with University policy, programs are given decision making power to dismiss students from their respective programs.

UVU BSW Program Class Attendance Policy

Students are expected to attend each class meeting in its entirety. Faculty members maintain a record of classroom attendance throughout the semester, and the student is responsible for verifying their attendance when arriving late to class and/or justifying early departure. Class absences are excused for medical reasons documented by medical personnel, university activities approved by the appropriate individuals and/or for personal extenuating circumstances. To be recognized as an excused absence include, but are not limited to: scheduled athletic competitions in which the student is a participant; academic competitions in which the student is a participant; death of an immediate family member; and medical emergencies. Verification of such absences may be required by the instructor, and the student is responsible for make-up work as required by the instructor. Students with excused absences are permitted to make up missed work and are responsible for all missed assignments without penalty.

All students are expected to physically attend in-person classes. UVU's BSW program is accredited as a face-to-face program. **If a student misses more than 8 (eight) class sessions in a course during the semester, the student will automatically receive a final grade of "E" no matter what grades students have earned on assignments throughout the semester, or how many total points they have.** This is the minimum attendance requirement. Individual instructors may have a more strict attendance policy. Students are expected to follow the individual policies for each class.

Course Grades

Grades are assigned at faculty discretion in accordance with University policy and according to the class syllabus.

Students must earn a grade of **B- or higher** on all core courses in order for that course to count towards program completion.

Students must earn a grade of **C- or higher** on all elective courses in order for that course to count towards program completion.

Students can repeat up to three (3) courses. This can be the same course more than once or a combination of different courses.

Incomplete Grades

Incomplete grades "I" from specific courses require the instructor's approval. An "I" grade is assigned to students who are unable to complete the class in the standard time frame due to extenuating circumstances as defined in the UVU Catalog. The Incomplete Grade Form **MUST** be completed and signed by both the student and faculty member. More information can be found on the [UVU Catalog page](#).

Accommodations/Students with Disabilities

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job.

Students who believe they have been denied program access or otherwise discriminated against because of a disability are encouraged to initiate a grievance by contacting the Accessibility Services Director, Sherry Page at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-8389.

Upon request, this information is available in alternative formats, such as mp3, Braille, or large print. To request this format, email asd@uvu.edu.

Students needing accommodation due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747. Accessibility Services is located on the Orem Campus in LC 312.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Definitions and Examples:

Academic Integrity

Definition: Academic integrity is a basic principle which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, fabrication, and other forms of

academic dishonesty are often defined as the submission of materials in assignments, exams, or other academic work that is based on sources that are prohibited by the faculty member or in ways that do not properly cite the source of a student's ideas and content. Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct.

Cheating

Definition: the act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying others' academic work.

Examples include but are not limited to:

- Submission of work that is not the student's own for papers, assignments or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in or proxy during an examination.
- Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to a "homework help site" such as CourseHero or to another student in the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Fabrication

Definition: the use of invented information or the falsification of research or other findings.

Examples include but are not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
- Submitting as your own any academic exercise, (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

We would like to acknowledge the following institutions: Northeastern University, University of Jamestown, Washington University in St. Louis, and UVU's Woodbury School of Business. This statement uses or adapts parts of their academic integrity statements or used them for inspiration.

Plagiarism and Generative Artificial Intelligence (AI)

As a UVU student, you are expected to know, understand, and adhere to information on the University's [Student Rights and Accountability](#) page. You are expected "to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct for the academic environment." The social work profession also has a Code of Ethics from the National Association of Social Workers ([NASW, 2021](#)) (see Appendix F). As this is a social work course, you are also expected to abide by the NASW Code of Ethics generally, and in particular as it relates to the ethical values of the importance of human relationships, integrity, and competence.

The UVU BSW program views plagiarism and cheating in any form as a serious offense that does not align with the university's mission or values, nor does it align with the social work profession's Code of Ethics. It is the expectation of the BSW program and the expectation for this course that every student's work will be their own and the use of outside resources will be used only in a manner that consistently gives proper credit to those sources through APA guidelines. Plagiarism includes, but is not limited to (adapted from UVU's English department):

- Using exact wording of another author or source (e.g., book, article, lecture, website, speech, graphic, or any other form such as an AI text generator) so that it appears to be your own
- Paraphrasing (using similar words or changing a few words) that of another author or source (e.g., book, article, lecture, website, speech, graphic, or any other form such as an AI text generator) without proper citation
- Failure to clearly (and appropriately) acknowledge the partial or full authorship or work of someone else when submitting your own work
- Failure to cite or quote textual resources properly, despite guidance and instructor attempts at educational intervention
- Fabricating false information that is not corroborated by the actual research used
- Having someone else, paid or otherwise, write or complete your assignments, or using a site that contains ready-to-use assignments written by others, using AI generated work, or submitting any work that is not your own

While there are times that the above can happen intentionally to deceive, plagiarism can also happen accidentally (e.g., careless resource use, not using proper citation methods, not understanding the conventions of APA style guidelines, being lazy, running out of time). Intentional vs. accidental is a judgment call of the instructor - HOWEVER, the incident must be addressed regardless. The consequences may vary based on the degree of intentionality, but any form of plagiarism or cheating will be addressed with equal seriousness.

If you are suspected of plagiarism or cheating, the first step will always be a conversation with your instructor (in-person or via Teams). If the infraction is very minor or clearly unintentional, there may be no sanctions at all. However, a lowered grade and/or the chance to revise the assignment may be possible. In more serious cases, the assignment may receive an automatic zero. These options are at the discretion of your instructor.

The most serious infractions of cheating or plagiarism will lead to your instructor filing an incident report with the Student Conduct office and a formal meeting being held with the BSW Program Committee to determine your continued enrollment in the BSW program (if applicable).

Equity and Title IX

Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: titleix@uvu.edu, in-person at BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: <https://www.uvu.edu/equityandtitleix/>.

Religious Accommodation

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression as is described on their website.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to visit [UVU Care Hub](#) for access to a variety of resources. You may also email care@uvu.edu for assistance.

Student Health

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU offers mental health services at very low cost (some are free). While there may be a wait list for individual counseling, group counseling may be available in some circumstances. [Student Health Services](#) is located in SC 221, telephone 801-863-8876. The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the [Safe UT Crisis Chat & Tip Line](#). You may also access the Crisis Text Line

741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555.

Campus Resources

Additional campus resources can be found at <https://www.uvu.edu/success/resources.html>

Diversity and Inclusion

UVU is committed to fostering an inclusive and diverse learning environment. In this class, we acknowledge our differences and accept our diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture as a strength. We strive to foster equity and to maximize respect and fairness. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the Inclusion and Diversity Committee to ask for help and support.

Discussions and debates are a way to grow and learn. In this class, you will be encouraged to share your ideas and debate them critically and rationally. I ask that you do so with kindness and empathy for your classmates. That you listen and respond respectfully and with care. Remember that in our diversity there is strength. That while some perspectives might challenge our fundamental assumptions, they also provide an opportunity to question, listen, and grow.

Program Policies for Professional Behavior, Academic Probation, Dismissal, Rejection and Re-Admission

Social work is a profession that demands academic rigor as well as professional behavior. The BSW program has policies and procedures to address both academic success and professional behavior. Students can be dismissed from the program for failing to perform well academically. Students may also be dismissed for unprofessional behavior. Due process procedures, probation, and the appeals process can be found in policy [548, Academic Rights and Responsibilities of Healthcare and Counseling Clinical Programs](#). Students should be familiar with this policy.

Expectations for Professional Behavior

BSW students are expected to abide by the [NASW Code of Ethics](#) and to behave professionally. Failure to abide by the NASW Code of Ethics can lead to termination from the program. Specific types of behaviors that can lead to termination from our program include, but are not limited to:

- Verbal communication that is unconstructive and potentially damaging (e.g., disparaging, insulting, sexually suggestive, disrespectful and /or offensive)
- Non-verbal communication that is disrespectful and/or aggressive (e.g., hitting/fighting others, sexually suggestive gesturing, and/or making faces when others are speaking sleeping in class)
- Chronic absenteeism (A pattern of disrupting classes/field with late arrival for or early departure from classes/field.)
- Disrupting classes/field through the use of technology that is not required for coursework (e.g. texting, emailing, use of cell phones, surfing the web during class, taking or posting pictures of classmates, colleagues or faculty to social media)
- Inability to establish appropriate professional relationships

- Lack of sensitivity and feeling for people
- Difficulty disciplining one's own feelings/responses
- Preoccupation with one's own needs and feelings
- Limited ability to conceptualize and to apply theories and perspectives in practice
- Inability to engage, assess, plan and implement interventions, and evaluate interventions (including self-review under supervision)
- Persistent problem in viewing client systems objectively
- Behavior in supervisory relationships that indicates limited ability to involve self in the learning process and a high degree of defensiveness; frequent need for external cues and direction of learning
- Evidence of a lack of personal or academic integrity (to include cheating and plagiarism, purchasing papers, etc.)
- Substance use or impairment at the placement site that interferes with the ability to engage, assess, intervene in and/or evaluate client situations. Also includes use that interferes with the ability to interact appropriately with agency staff and/or the ability to seek, accept or adhere to guidance provided by field supervisors and field faculty.

Professional Development Meeting

Students must demonstrate that they possess the potential to have the demeanor necessary to be a competent social worker. Toward this end, students in the BSW program are expected to use the NASW Code of Ethics (see Appendix E) as a guide for their course-related behavior and to practice professional behavior skills at all times while in the academic environment, including in their field practicum. Social work faculty are charged with professional responsibility to help future social workers meet the expectations and demeanor requirements of the profession.

If a faculty member observes an academic concern or a concern related to professional behavior, the faculty member will complete a Professional Development Form (see Appendix G). If a field instructor observes concern related to professional behavior that needs to be addressed, the field instructor will notify the Field Director who will complete the Professional Development Form.

When a Professional Development Form is submitted, it will trigger a Professional Development Meeting. The Professional Development Meeting is intended to understand from both the student's perspective and faculty member's perspective, what the concerns are and what is needed to best support the student and well as help them be as successful as possible. Depending on the nature of the concern, some outcomes from the meeting may include probation or dismissal from the program.

Professional Development Meeting Steps

1. The Professional Development Form will be submitted to the BSW Program Director by the faculty member.
2. A meeting between with the BSW Program Director, faculty member, student, and any additional involved parties will be scheduled.
3. At the meeting, the Professional Development Form will be reviewed.
4. The student will have an opportunity to provide additional information regarding the concern.
5. The student and faculty member(s) will work together to develop an action plan to address the concerns outlined in the Professional Development Form. A copy will be

- shared with the student. A copy of the Professional Development Form and the action plan will be placed in the student's electronic record.
6. If the student does not agree with the recommendations for the academic plan, the student must appeal the process following the steps outlined in UVU policy [548, Academic Rights and Responsibilities of Healthcare and Counseling Clinical Programs](#).
 7. If the recommendation for the action plan is “probation” or “dismissal” from the BSW program, and the student disagrees with this decision, they must appeal the process following the steps outlined in UVU policy [548, Academic Rights and Responsibilities of Healthcare and Counseling Clinical Programs](#).

Program Outcomes and Student Input

As part of our commitment to continuous improvement and transparency, the UVU Bachelor of Social Work program regularly assesses both our explicit and implicit curricula, in accordance with the Council on Social Work Education (CSWE) accreditation standards.

Explicit Curriculum

The explicit curriculum is the formal program design and delivery of education, which includes courses, coursework, and field education designed to foster core social work competencies and prepare students for professional practice. See [CSWE 2022 Educational Policy and Accreditation Standards](#).

Implicit Curriculum

The implicit curriculum refers to the broader learning environment in which education is delivered, covering student experience, program culture, advising, resources, admissions, and student participation in governance. It encompasses the atmosphere and values that shape students' growth as future professionals and the impact of policies and practices throughout the program. See [CSWE 2022 Educational Policy and Accreditation Standards](#).

Assessment of Student Learning and Outcomes

Our program uses data from the following sources to evaluate student learning, program effectiveness, and student experience:

- **SWEAP (Social Work Education Assessment Project):** Curriculum Exam: measures knowledge and competencies at program completion. This exam is administered in y our final semester of field practicum.
- **Field Instructor Evaluation:** Assesses student competency and skills application in field practicum settings.
- **Other Instruments:** Additional surveys, feedback forms, or assessment tools as needed.

Public Posting of Outcome Data

In compliance with CSWE requirements, aggregate outcome data, including SWEAP scores and field instructor evaluations, are posted annually on our program website. Students can access the most recent data can be accessed on our [BSW program webpage](#).

Student Input and Ongoing Dialogue

In your final semester, you will be invited to attend a program meeting where the most recent assessment results will be presented and discussed. This is a valuable opportunity to:

- Learn about our students' performance on competencies.
- See how we compare to benchmarks and prior years.
- Share your insights and suggestions for curriculum or program improvements, especially in areas where outcomes fall below our standards.
- Contribute to shaping both the learning environment (implicit curriculum) and coursework (explicit curriculum) for future cohorts.

Your voice matters! Student feedback from these meetings, and through course evaluations, student organizations, and committee representation, is foundational to our ongoing efforts to enhance both the substance and climate of social work education at UVU.

Please contact the BSW Program Director for more information or to participate in curriculum discussions.

Appendices

Appendix A

BSW Program Faculty & Staff

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Appendix B

BSW Program Advising Sheet

Prerequisite Requirements

SW 1010: Introduction to Social Work (B- or higher)	3 credits	PSY 1010	3 credits
ENGL 1010	3 credits	American Institutions	3 credits
ENGL 2010/2020 (C+ or higher)	3 credits	Fine Arts	3 credits
Quantitative Literacy	3 credits	Biological Science	3 credits
Ethics and Values	3 credits	Physical Science	3 credits
HLTH 1100/EXSC 1097	2 credits	Third Science	3 credits
Humanities	3 credits	Recommended: General Electives	21 credits

Discipline Core Requirements

First Semester		Second Semester	
PSY 3110: Statistics for Behavioral Sciences	4 credits	FAMS 3020/PSY 3030/SOC 3030: Research Methods	3 credits
SW 3860: Interviewing Skills	3 credits	*SW 3000: Social Practice I	3 credits
*SW 2100: Human Behavior & Social Environment I	3 credits	*SW 3400: Human Behavior & Social Environment II	3 credits
*SW 3600: Ethics & Values in Social work Practice	3 credits	*SW 3500: Social Welfare Policies & Services	3 credits
**SW Electives	3 credits	*SW 371G: Diversity Issues in Social Work Practice	3 credits

Third Semester		Last Semester	
*SW 3100: Social Work Practice II	3 credits	*SW 3200: Social Work Practice III	3 credits
*SW 4800: Integrated Seminar I	1 credit	*SW 4850: Integrated Seminar II	1 credit
*SW 481R: Field Placement	5 credits	*SW 481R: Field Placement	5 credits
**SW Electives	3 credits	**SW Electives	3 credits
**SW Electives	3 credits	**SW Electives	3 credits

*Students must be formally admitted into the BSW Program before they can register for this course

**SW Electives Options: SOC 4020, PSY 2300, SW 3510, SW 3750, SW 4500, SW 4700, SW 475R, or SW 490R

Appendix C

BSW Course Descriptions

SW 1010. Introduction to Social Work. (3 Credits)

Introduces social work history, theory, and practice. Examines the relationship between policy and practice in the context of nine major fields of social work. Considers challenges faced by today's practitioners including concerns with policy, social justice, and oppression. Explores current career opportunities in the field.

SW 2100. Human Behavior and the Social Environment I. (3 Credits)

Prerequisite(s): Admission into the BSW program

Presents major theoretical concepts about human development and environmental factors influencing development from the social and behavioral sciences and their applications to micro, mezzo, and macro social work practice. Explores intersectionality and how diversity shapes human experience and identity development. Focuses on the first part of the life cycle, the prenatal period through childhood.

SW 2750R. Survey of Current Topics. (3 Credits)

Prerequisite(s): ([ANTH 1010G](#) or [PSY 1010](#) or [SOC 1010G](#) or [SW 1010](#)) and [ENGL 1010](#) or [ENGH 1005](#)

Presents selected topic in Social Work and will vary each semester. Approaches subjects from a cross-disciplinary perspective. Requires a project demonstrating competency in the specific topic. May be repeated for nine credits toward graduation.

SW 3000. Social Work Practice I. (3 Credits)

Prerequisite(s): Admission to the BSW program or declared major in Family Science and University Advanced Standing

Teaches students to apply the generalist social work Planned Change Model with individuals: engagement, assessment, goal setting/contracting, implementation, evaluation, and transition/ending. Prepares students to utilize core social work interpersonal communication skills to engage clients in a professional partnership with intervention and planning. Emphasizes the importance of cultural humility, principles of strengths-based and anti-oppressive social work practice, empirical research, and theories of human behavior and person-in-environment. Discusses ethical and professional demeanor and practice.

SW 3100. Social Work Practice II. (3 Credits)

Prerequisite(s): [SW 3000](#), Admission to the BSW program, and University Advanced Standing

Teaches students to apply the generalist social work Planned Change Process with families and groups: engagement, assessment, goal setting/contracting, implementation, evaluation, and transition/ending. Introduces group and family development and the theory and models of social work practice with groups and families. Prepares students to utilize group leadership and family communication skills necessary for research-informed practice. Emphasizes ethical and anti-oppressive practice.

SW 3200. Social Work Practice III. (3 Credits)

Prerequisite(s): [SW 3000](#), [SW 3100](#), Admission into the BSW program, and University Advanced Standing

Applies the social work Planned Change Model (engagement, assessment, goal setting/contracting, implementation, evaluation, and transitions/ending) to community and organizational macro systems. Utilizes systems theory to examine macro social problems. Explores the values, principles, standards, laws, policies, and regulations that direct ethical social work practice on the macro level, including within communities and organizations.

SW 3400. Human Behavior and the Social Environment II. (3 Credits)

Prerequisite(s): [SW 2100](#), Admission into the BSW program, and University Advanced Standing

Presents major theoretical concepts about human development and environmental factors influencing development from the social and behavioral sciences and their applications to micro, mezzo, and macro social work practice. Explores intersectionality and how diversity shapes human experience and identity development. Focuses on the second part of the lifecycle, adolescence through older adulthood.

SW 3500. Social Welfare Policies and Services. (3 Credits)

Prerequisite(s): Admission into the BSW program and University Advanced Standing

Analyzes current social policy within the context of historical and contemporary factors that shape policy. Examines major social forces and institutions as they relate to and determine social policy emphasizing social welfare services in an industrialized society. Evaluates social welfare frameworks in light of the principles of social and economic justice. Identifies effect of social policy on generalist social work practice.

SW 3510. Global Social Work. (3 Credits)

Prerequisite(s): [ENGL 2010](#) with a C+ grade or higher, [SW 1010](#), and University Advanced Standing

Investigates ways in which micro and macro skills can be integrated via a social development model to address social welfare issues in international settings. Includes the development of interventions beginning at the community level and moving toward global as well as individual practice. Focuses on the enhancement of practice knowledge and skills in program design, development, implementation and evaluation. Addresses basic resources such as food, shelter, potable water and sanitation, as well as sustainable economic development, inter-ethnic conflict, global indebtedness, ethno-conscious organizational development, and empowerment/conscientization as a method of intervening in social challenges.

SW 3550G. The Study of Death Dying and Grieving. (3 Credits)

Prerequisite(s): ([PSY 1010](#) or [SW 1010](#)) and ([ENGL 2010](#) with a C+ grade or higher) and University Advanced Standing

Introduces students to the subject of thanatology. Reviews theories and research associated with death and dying. Examines death systems, cultural norms, taboos and rituals. Studies the health care system, public policy, laws, and customs. Addresses death from a developmental perspective. Explores life-threatening illness, suicide, and end-of-life issues. Reviews grief and loss themes. Familiarizes students with vocabulary and explores related human service occupations such as bereavement counseling and hospice care.

SW 3600. Ethics and Values in Social Work Practice. (3 Credits)

Prerequisite(s): Admission into the BSW program and University Advanced Standing

Acquaints students with the values of the field of social work and the Code of Ethics of the National Association of Social Workers to help them begin to develop the ability to effectively deal with the ethical issues they will be confronted with in professional practice. Increases students awareness of new and emerging ethical issues and provide tools and methodologies for ethical decision-making. Addresses ethical dilemmas involving conflict between personal values, agency guidelines, professional standards, and cultural differences. Includes discussion of models for ethical decision-making, the NASW Code of Ethics, as well as the codes of ethics of other human services professional organizations.

SW 3710G. Diversity Issues in Social Work Practice. (3 Credits)

Prerequisite(s): Admission into the BSW program and University Advanced Standing

Increases understanding and appreciation of diverse client populations, the nature of cultural identity, group membership and differential access to resources. Explores strategies to combat discrimination, oppression, and economic deprivation and to promote cultural humility and social and economic justice. Examines socio-identities including: race, ethnicity, religion, gender, social class, sexual orientation, abilities, and age including how they intersect. Includes discussion of oppressive and discriminatory experiences as well as resilience and strengths encountered by different groups. Explores similarities, differences, and controversies between diverse populations in the context of their personal values and professional policy and practice.

SW 3750. Child Abuse Neglect and Domestic Violence. (3 Credits)

Prerequisite(s): [SW 1010](#) and University Advanced Standing

Reviews definitions of child abuse and neglect and other forms of domestic violence using a multidisciplinary perspective. Explores theories explaining the causes of abuse/neglect and domestic violence. Identifies indicators of abuse/neglect and aids students in making assessments and intervening in situations of abuse/neglect and domestic violence. Educates students in mandatory reporting laws and the workings of the child welfare system in efforts to intervene and prevent abuse/neglect. Addresses current policy issues pertinent to child abuse/neglect and domestic violence and identifies effective methods in which students can advocate for social change within the social and child welfare system.

SW 3860. Interviewing Skills. (3 Credits)

Prerequisite(s): [ENGL 2010](#) with C+ or better and University Advanced Standing; [PSY 2300](#) with a C- grade or higher recommended

Develops knowledge of and skill in clinical interviewing across cultures. Familiarizes students with a broad range of clinical interviewing skills. Uses class discussions, video clips of master clinicians, instructor modeling, in-class practice, videotaped role plays, and class and instructor evaluations of role plays.

SW 4500. Crisis Intervention. (3 Credits)

Prerequisite(s): [SW 1010 and (ENGL 2010 with a minimum C+ grade) or instructor approval] and University Advanced Standing

Introduces the student to the philosophy, knowledge, techniques, and skills of crisis intervention. Provides opportunities through projects, written assignments, role playing, and first-hand interaction with professional crisis workers by which the students may deepen their understanding of this demanding method of social work practice.

SW 4700. Case Management in Social Work Practice. (3 Credits)

Prerequisite(s): SW 1010 and University Advanced Standing

Provides the conceptual foundation for providing case management services and crisis intervention to individuals in various population groups.

SW 4750R. Current Topics in Social Work. (3 Credits)

Prerequisite(s): SW 1010 and ENGL 2010 and University Advanced Standing

Presents selected topic in Social Work and will vary each semester. Requires a project demonstrating competency in the specific topic. May be repeated with different topics for 9 credits toward graduation.

SW 4800. Integrated Seminar I. (1 Credit)

Prerequisite(s): SW 3000, admission to the BSW program, and University Advanced Standing

Corequisite(s): SW 4810R

Provides a generalist base for social work practice that involves an on-site, supervised field agency practicum and a weekly seminar. Assists the student to integrate classroom learning with learning that takes place in the on-site field practicum. First of two courses in field practicum sequence. Graded Credit/No Credit.

SW 4810R. Field Placement. (1-8 Credits)

Prerequisite(s): Admission to the BSW program and University Advanced Standing

Corequisite(s): SW 4800 or SW 4850

Provides a generalist base for social work practice that involves an on-site, supervised field agency practicum. Assists the student to integrate classroom learning with learning that takes place in the on-site field practicum. Performs a minimum of 225 hours of supervised social work in a local agency setting. May be repeated for a maximum of 10 credits toward graduation. May be graded credit/no credit.

Course fee of \$60 applies for practical experience applies.

SW 4850. Integrated Seminar II. (1 Credit)

Prerequisite(s): Senior Standing in the BSW program, SW 4800 with B- or higher, and University Advanced Standing *Corequisite(s): SW 4810R*

Provides a generalist base for social work practice that involves an on-site, supervised field agency practicum and a weekly seminar. Assists the student to integrate classroom learning with learning that takes place in the on-site field practicum. Provides an integrative classroom experience for students with a clinical interest currently working in related jobs or volunteer experiences in human service agencies or work sites. Second of two courses in the field practicum sequence.

SW 4890R. Advanced Research in Social Work. (1-3 Credits)

Prerequisite(s): SW 1010 with a C grade or higher; ENGL 2010 with C+ grade or higher; University Advanced Standing; Instructor approval

Expands research experience by either (1) significantly assisting on a faculty member's research project or (2) carrying out an independent research project of the student's design under faculty mentorship. Requires individual initiative and responsibility. Includes limited formal instruction. Includes literature searches, completion of the IRB application process, materials creation, data collection, data analysis, writing a publishable paper, preparing a poster, preparing an oral presentation, or other options as approved by the instructor. May be repeated for a maximum of 6 credits toward graduation.

SW 4900R. Independent Studies. (1-3 Credits)

Prerequisite(s): Instructor approval and University Advanced Standing.

For qualified students who wish to undertake a well-defined project or directed study related to an area of special interest. Requires individual initiative and responsibility. Includes limited formal instruction and faculty supervision. Projects may include writing a publishable paper, passing a competency exam, producing an annotated bibliography, oral presentation, or other options as approved by the instructor. May be repeated for a maximum of 6 credits.

Appendix D

Adjustment to Academic Schedule

Adjustment to Academic Schedule

Prior to completing this form, please be sure that you have read the guidelines and procedures detailed above.

Name: _____ UVID: _____

Phone: _____ Date: _____

Semester started in the BSW Program (e.g. Fall 2021): _____

Last semester **completed** in the BSW program: _____

Please provide an explanation as to why you are requesting an adjustment to your academic schedule:

Please map out your plan for graduation:

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Student Signature: _____

After completing this form, please submit to the BSW Program Director, Dr. Melissa Hirschi, melissa.hirschi@uvu.edu. This request will be reviewed by the BSW faculty to make a decision.

Decision:

- ☐ Approved
- ☐ Denied
- ☐ Other

Comments from Director:

BSW Program Director Signature: _____

Date: _____

Appendix E

Withdrawal, Leave of Absence, Readmission

Withdrawal, Leave of Absence, Readmission Request



WITHDRAWAL/LOA AND READMISSION GUIDELINES

BSW Program
Utah Valley University
Approved 04/13/22

Students who have been admitted into the BSW program are expected to complete all the requirements in two consecutive years from the date they begin the course of study. However, due to unforeseen life circumstances sometimes a student might need to withdraw temporarily from the program. The following policies go into effect as soon as a student is admitted into the program.

LEAVES OF ABSENCE AND READMISSION

Only in cases of military assignment, religious service or medical hardships (e.g., problematic pregnancy, major surgery, life-threatening events, severe family circumstances, etc.), can students petition for a leave of absence. Petitions can only be submitted by students in good standing. The petition must be initiated and submitted by the student and must be accompanied by written documentation provided by an appropriate expert or authority. The petition must be submitted to the BSW Program Director by the student as soon as they can. In consultation with the BSW faculty, the petition will be reviewed, and the student will be informed of the decision regarding their petition via their UVU email address.

Should the petition be approved, the student may not be required (based on the decision and direction from the director) to reapply to the program but must petition for readmission if they resume the course of study within two years of the beginning leave date.

Because the curriculum is sequentially designed, students returning from a leave of absence are readmitted to the semester following their last completed semester. For example, if a student most recently completed a fall semester, their next possible semester of coursework would be the next spring after successfully petitioning for readmission. Readmitted students cannot be guaranteed any prior field placement choice and will be assigned to field placements which are available and deemed appropriate by the Director of Field Education.

If a leave of absence occurs during the field experience, at the discretion of the Field Director, a student may return to complete the internship at the same setting after one semester's absence. Students who take a leave of absence from the program of two semesters or longer will be required

to reapply to the field and complete the field experiences, including participating in the field fair and completing all pre-field requirements in their entirety at an appropriate time upon their return.

FAILS, DROPS OUT, OR QUESTIONABLE BEHAVIOR

A student who fails or drops out of a course, or whose behavior is questionable, will be approached immediately by the appropriate faculty about such behavior. Details of the conversation will be presented to the BSW Program Director and faculty for proper action.

WITHDRAWALS WITH APPROVAL

In extenuating circumstances that do not meet the requirements for leaves of absence, a student who has been admitted into the BSW Program and has attended at least two months of the program, may petition for official approval for immediate withdrawal from the program for extenuating circumstances which do not meet the criteria for leave of absence. If the petition is approved, the student may apply for readmission to the program within the 12 months following the date of withdrawal. If readmitted, the student must complete a full course of study required by the program. The first admission is not a guarantee of admission in the future.

WITHDRAWALS WITHOUT APPROVAL

A student who has been admitted into the program and withdraws without receiving a written approval from the BSW Program Committee, will be immediately terminated from the program unless an emergency precludes the student's ability to undergo such a process. In this case, the student will not be allowed to reapply to the program unless the emergency nature of the student's unauthorized withdrawal can be documented. If the student is evaluated to meet the emergency criteria for unauthorized withdrawal, they can reapply to the program.

SEQUENCE

Students are expected to take courses in the order and timeframe as outlined. Students wishing to take courses early are under the same obligation and need to file a formal advanced petition and will likely not be considered unless there is legitimate hardship.

WITHDRAWAL/ LEAVE OF ABSENCE AND READMISSION PETITION

Prior to completing this form, please be sure that you have read the guidelines and procedures detailed above.

Name: _____ UVID: _____

Phone: _____ Date: _____

Semester started in BSW Program (ex. Fall 2023): _____

Last semester **completed** in BSW program: _____

Estimated Return date: _____

(note, maximum time away without reapplying to the BSW program is 2 years)

Select the option for which you are requesting. Please orient yourself as to whether your circumstance qualifies as a leave of absence or a withdrawal. Refer to previous page for more information.

- ☐ Begin Leave of Absence
- ☐ Withdrawal with Approval
- ☐ Request for Readmission

Date of original Leave of Absence/Withdrawal: _____

Please provide an explanation as to why you are requesting a leave of absence, readmission, or withdrawal:

Before you Leave Checklist:

- ☐ Complete the Leave of Absence Process through myUVU
- ☐ Meet with BSW Program Director (Melissa Hirschi)
- ☐ Meet with Academic Advisor (Cindy Lau) to develop an academic plan

Please map out your plan for graduation:

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Term:	
Course Abbreviation	Credits

Please attach any documentation related to your request.

Student Signature: _____

After completing this form, please submit to the BSW Program Director, Dr. Melissa Hirschi, melissa.hirschi@uvu.edu. This request will be reviewed by the BSW faculty to make a decision.

Decision:

- ☐ Approved
- ☐ Denied
- ☐ Other

Comments from Director:

BSW Program Director Signature: _____ Date: _____

Appendix F

National Association of Social Workers (NASW) Code of Ethics Major Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals and standards to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

More information can be found at [NASW Code of Ethics](#)

Appendix G

Professional Development Form

Bachelor of Social Work (BSW) Professional Development Form

Purpose

This form initiates a Professional Development Meeting to collaboratively identify concerns and determine strategies to best support student success. The process is intended to provide both the student and faculty perspectives and may result in an action plan, probation, or dismissal from the BSW Program as outlined in UVU Policy 548.

Student Name: _____

UVID: _____

Faculty Member Submitting Form: _____

Phone: _____

Date: _____

Semester Started in BSW Program (e.g., Fall 2021): _____

1. Description of Concern(s)

Please describe in detail the concern(s) that prompted this form:

2. Meeting Participants

- BSW Program Director
- Submitting Faculty Member
- Student
- Other Involved Parties (list names/roles):

3. Student Perspective

Student: Please provide additional information regarding the concern(s) and any relevant context you wish to share.

4. Professional Development Meeting — Action Plan

List the agreed-upon steps and support strategies. If recommended, indicate if action plan includes “Probation” or “Dismissal” from the BSW Program.

Action Steps:

1. _____
2. _____
3. _____

Timeline for completion: _____

Support offered by program/faculty:

Outcome/Recommendations:

- ☐ No further action
 - ☐ Informal remediation
 - ☐ Formal remediation
 - ☐ Probation
 - ☐ Dismissal
 - ☐ Other: _____
-

5. Documentation and Signatures

The student and faculty member(s) confirm participation in the meeting and receipt of a copy of this form and the action plan. A copy will be placed in the student’s academic record.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

6. Appeal Process

If the student does not agree with the recommendations of the action plan, including probation or dismissal from the BSW program, the student must appeal the process following the steps outlined in UVU Policy 548, Academic Rights and Responsibilities of Healthcare and Counseling Clinical Programs.

Note: Appeals must be filed according to the timelines and procedures in UVU Policy 548. For details, refer to Section 5.7 (Appeals Process) of the policy.

For Office Use Only:

Date Received: _____

Date Meeting Held: _____