

BSW STUDENT HANDBOOK



2024 – 2025



School of
Social Work

UNIVERSITY OF CENTRAL FLORIDA

College of Health Professions and Sciences

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A Note from the BSW Program Director

Welcome to Social Work!

You have chosen a profession with a strong tradition of service and commitment to improving the lives of others. You are joining the ranks of a long list of social workers that have made important differences in society. Jane Addams established a settlement house in Chicago and worked for social justice and peace. She was the first American woman to win the Noble Peace Prize. Whitney Young was a major leader in the Civil Rights movement. Today social workers are continuing their efforts in Congress, hospitals, mental health centers, schools, substance treatment programs, neighborhood centers, nursing homes, homeless shelters, hospice programs, and many other settings. Social workers work with people from all backgrounds to help them find ways to live richer and more productive lives.

Over time you will discover that the profession of social work will open many doors for you because we are engaged in a variety of settings and activities. You will also discover that social work is a very challenging yet rewarding profession. The pandemic is behind us however the aftereffects continue for many including in academia. The well-being and safety of our students, faculty and staff is critical and we continue to ensure the academic journey continues while maintaining everyone's health, well-being, and safety.

The School of Social Work is committed to working with you to gain the understanding and skills that you will need to contribute to the profession. You will find yourself being pushed to ask new questions, to explore new areas, and to grow personally and professionally. Take advantage of this opportunity. Use the faculty expertise to help you in the process. We are fellow travelers on the journey.

Again, welcome to the School of Social Work at the University of Central Florida.

Robin M. Kohn, MSW, LCSW
BSW Program Director
Senior Instructor



Picture of Ms. Kohn, the BSW Program Director

Section I: The BSW Program Welcome & Overview

History of Social Work at UCF

Social Work first began as an undergraduate concentration in Social Welfare in the University's Department of Sociology and Anthropology in the late 1960s. In 1975, the concentration received its first accreditation by the Council on Social Work Education. In 1978, the concentration became a program and in 1982 the program was redesigned as the Department of Social Work. The Department joined the College of Health and Public Affairs in 1989. In 1995, the Board of Trustees approved conversion of the Department of Social Work to the School of Social Work. This predestination from a Department to a School confers a status consistent with the expectations of professional colleagues and external constituencies. Effective July 2, 2018, the College of Health Professions & Sciences began. The new college includes the School of Social Work, Communications Sciences & Disorders, Physical Therapy, Athletic Training, Kinesiology & Department of Health Sciences. The BSW and MSW programs maintain accreditation through the Council on Social Work Education.

Principles and Philosophy of the School of Social Work

The School of Social Work is committed to the pursuit of excellence in the teaching and the promotion of competent, ethical social work practice. The BSW Program is guided by five principles:

1. All people deserve to be treated in a manner that recognizes their individuality, dignity, and self-worth.
2. Social workers provide moral, passionate, and practical leadership in advocating for social and economic equality for those least powerful members of society.
3. Social workers, as citizens of a global village, recognize and appreciate that cultural diversity enriches us all.
4. Social work practice in the 21st century will require a mastery of theory and interventions that will impact the form and process of professional relationships.
5. Scientific inquiry and the pursuit of knowledge are an integral form of energy for the human spirit.

In the early 1960s, UCF adopted Pegasus, the winged horse of Greek mythology, to depict the contrast and connection between the old and the new, and between the humanities and the sciences. According to mythology, Pegasus carries hopes, aspirations, and poetry into the skies. This characterization of the winged horse appropriately describes how the School of Social Work has moved into the 21st century. Faculty, students, and alumni are spurred forward by a collective passion and public resolve which strives for: a society that seeks social justice and equality for all its members; a society in which all people can maximize their fullest potential; a society that values inclusion and embraces diversity and a society in which its members are responsive to all people and their concerns.

General Admission Requirements

Students are admitted to the undergraduate program in the summer, fall, or spring terms. Students admitted in the spring semester may take 1-2 social work courses after discussing it with the program director or advisor. Acceptance to the University does not constitute admission to the upper division social work program.

To be considered for admission to the program, students must have:

- Admission to the University
- A 2.5 or above overall GPA
- General Education and program prerequisites completed (or close to being completed)

A separate application to the specialized access program must be submitted through SLATE at <https://futureknight.apply.ucf.edu/register/bsw>. Along with the social work application, please provide one letter of recommendation from an instructor and/or supervisor from a place of employment or volunteer work. All letters should be addressed to the BSW Director and be included with the application. Students must also submit a 2-to-4-page professional statement. Prior to completing the online application process, please have everything ready. The system does not allow students to leave the website and return. If that happens, the information provided will not be saved.

This specialized admission program is work intensive. Due to this, it is strongly recommended that students be at least one year post high school prior to applying to the program. Students with concerns or questions should contact the BSW Program Director or BSW Advisor to schedule an appointment.

School of Social Work Mission Statement

The UCF School of Social Work's **mission** is to advance inclusive social work practice that promotes physical and behavioral health, social justice, and human rights through our high-impact research, education, and community engagement.

School of Social Work Vision

The UCF School of Social Work's vision is to enrich our diverse society with skilled social work professionals and innovative research that elevates the quality of health and well-being for individuals, groups, and communities throughout the life course.

BSW Program Mission Statement

The UCF School of Social Work BSW Program prepares social work students to become generalist helping professionals who promote optimal well-being, human rights, and social, environmental, economic, and racial justice. The School focuses on social change and culturally responsive practice from a regional, national, and

global perspective with individuals, families, groups and communities in diverse practice settings through research informed practice.

BSW Program GOALS

- Goal 1: Apply professional knowledge, skills, and values with diverse individuals, families, groups, and communities.
- Goal 2: Engage in ethical practice grounded in human rights and social, environmental, economic, and racial justice guided by the person-in-environment construct.
- Goal 3: Promote the optimal well-being of vulnerable, oppressed, and marginalized populations by building on their strengths and resilience through collaborative community partnerships.
- Goal 4: Integrate research informed practice in generalist settings.
- Goal 5: Advocate for policies and services that promote social change and the quality of professional social work practice.

The BSW Program within the School of Social Work is accredited by the Council on Social Work Education (CSWE). To maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Each competency describes the knowledge, values, skills, cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competencies & Behaviors

1. **Demonstrate Ethical & Professional Behavior**
 - 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws & regulations, models for ethical decision-making, ethical conduct of research, & additional codes of ethics as appropriate to context.
 - 1b. Use reflection and self-regulation to manage personal values & maintain professionalism in practice situations.
 - 1c. Demonstrate professional demeanor in behavior, appearance; & oral, written, & electronic communication.
 - 1d. Use technology ethically & appropriately to facilitate practice outcomes.
 - 1e. Use supervision & consultation to guide professional judgment & behavior.
2. **Engage Diversity & Difference in Practice**
 - 2a. Apply & communicate understanding of importance of diversity & difference in shaping life experiences of the micro, mezzo, & macro levels
 - 2b. Present themselves as learners & engage clients & constituencies as experts of their own experience.

- 2c. Apply self-awareness & self-regulation to manage the influence of personal biases & values in working with diverse clients & constituencies.
3. **Advance Human Rights & Social, Economic, & Environmental Justice**
 - 3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - 3b. Engage in practices that advance social, economic, and environmental justice.
4. **Engage in research-informed practice & practice-informed research use practice experience and theory to inform scientific inquiry and research**
 - 4a. Use practice experience & theory to inform scientific inquiry and research.
 - 4b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
 - 4c. Use and translate research evidence to inform and improve practice, policy, and service delivery.
5. **Engage in Policy Practice**
 - 5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
 - 5b. Assess how social welfare and economic policies impact the delivery of and access to social services.
 - 5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. **Engage with Individuals, Families, Groups, Organizations, & Communities**
 - 6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 - 6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. **Assess Individuals, Families, Groups, Organizations, & Communities**
 - 7a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
 - 7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
 - 7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
 - 7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. **Intervene Individuals, Families, Groups, Organizations, & Communities**

- 8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
 - 8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
 - 8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 - 8d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
 - 8e. Facilitate effective transitions and endings that advance mutually agreed-on goals.
9. **Evaluate with individuals, families, groups, communities, organizations, & communities**
- 9a. Select and use appropriate methods for evaluation of outcomes.
 - 9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
 - 9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
 - 9d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Section II: Degree Requirements, Minors & Certificates

Degree Requirements in Social Work

Educational standards for all social work programs are established by the Council on Social Work Education, the national accreditation body for professional social work education. Curriculum direction and content is regulated by the Council through its accreditation standards. An undergraduate degree in social work requires successful completion of the scheduled courses of study and a minimum of 120 credit hours to meet the University requirement to graduate. Students also must have an overall GPA of 2.5 in all social work courses. All students must complete 30 credit hours in social work at UCF to meet the university residency requirements. Students may not be in “transient” status the last semester prior to graduation.

As a social work student, you were accepted into the program under one of the following categories:

Regular: All the requirements for the program are met. You will be able to register for any of the undergraduate social work classes after completion of an academic degree plan and completion of the change of major process.

Conditional: The required prerequisite courses for the social work program are not completed. If this is the case, you are allowed to register for two (2) social work courses, SOW 3104 Human Behavior & Social Environment-I and SOW 3284 Social Work Perspectives on Social Justice and may be allowed to register for more classes

upon meeting with the BSW Advisor or Director. Students who are accepted conditionally need to contact the BSW Advisor to discuss their situation, follow up on registration, and complete an academic plan of study. All program prerequisites must be completed within the first year of the program.

Provisional: The required admission GPA (2.5) for the program has not been met. The BSW Program can admit up to 10% of the number of undergraduate students who apply and do not meet the requirements.

The credit hours are divided among seven (7) areas: common program prerequisites, required academic courses, field education, electives, statistics, cultural studies, and foreign language.

1. **Common Program Prerequisites:** To be admitted to the School of Social Work as a social work major, a student must successfully complete the requirements listed below.

A. **Foundation Prerequisites:**

1. General Education Requirements of the University of Central Florida or Associate of Arts (AA) degree from a Florida Community or State College.

B. **Program Course Prerequisites:**

1. American National Government (POS 2041) 3 hrs.
2. Biological Principles (BSC 1005) or Anatomy or Physiology 3 hrs.
3. Macroeconomics (ECO 2013) or
Microeconomics (ECO 2023) 3 hrs.
4. General Psychology (PSY 2012) 3 hrs.
5. Introduction to Sociology (SYG 2000) or
Social Problems (SYG 2010) 3 hrs.

Deadline for completion of the program prerequisites is within the first year of the BSW program.

2. **Course Requirements:** The undergraduate curriculum structure is built upon the guidelines established by the Council on Social Work Education. Academic credit will not be awarded for life or work experience. Students are not eligible to “test out” of any social work class.

A. **Human Behavior**

- | | | |
|----------|---|--------|
| SOW 3104 | Human Behavior & Social Environment I | 3 hrs. |
| SOW 3111 | Human Behavior & Social Environment II | 3 hrs. |
| SOW 3620 | Culturally Competent Social Work Practice | 3 hrs. |

B. **Social Welfare Policy and Services**

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|----------|--|--------|
| SOW 3284 | Social Work Perspectives on Social Justice | 3 hrs. |
| SOW 4232 | Social Welfare Policies and Issues | 3 hrs. |

C. **Social Work Research**

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| SOW 3401 | Social Work Research (Methods) | 3 hrs. |
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D. **Social Work Practice**

SOW 3300	Practice I: Understanding Generalist Practice	3 hrs.
SOW 3352	Practice II: Interpersonal Skills	3 hrs.
SOW 4341	Micro-level Roles and Interventions	3 hrs.
SOW 4343	Macro-level Roles and Interventions	3 hrs.
SOW 4730	Documentation in Social Work Practice	3 hrs.

E. **Field Education** - In the final two semesters of the BSW Program, each student completes an internship in a social service agency identified by the field team in collaboration with the student. Students are supervised during their internship by a professional social worker who holds an MSW degree and has a minimum of two (2) years of post-MSW experience or a BSW degree and a minimum of five (5) years post-BSW work experience.

F. **Field Courses**

Fall

SOW 4515	Field Education Seminar	2 hrs.
SOW 4941	Field Education Internship	4 hrs.

Spring

SOW 4515	Field Education Seminar	1 hr.
SOW 4941	Field Education Internship	5 hrs.

Please note part-time and full-time students must register for SOW 4941 and SOW 4515 during both fall and spring semesters.

Students completing their internship on a part-time basis will be placed in an internship for fall and continue with the same agency in the spring semester. Please note that students must remain in their internship for the length of the semesters. While in field, students are also enrolled in a Field Education Seminar which meets on a weekly basis. The Seminar facilitates the integration of field and classroom learning. Students will attend Field Education Seminar during fall and spring semesters.

To qualify for entry into the field, students must have completed all the required social work courses and have a 2.5 GPA in the major.

3. **Electives:** Each student must successfully complete at least **two (2) social work elective** courses. Students are encouraged to take as many social work electives as possible depending on interest and room in your schedule. Social work electives are courses that focus on practice with either a special population or in a specific practice setting. The School of Social Work offers one or more of the following per semester. Note: most social work electives are offered only once per year; some are only offered once every other year.

GEY 3001	Gerontology: An Interdisciplinary Overview	3 hrs.
SOW 3740	Social Work Practice with Loss & Life's Transitions	3 hrs.
SOW 4148	Introduction to Military & Veterans Culture in SW	3 hrs.
SOW 4194	Relationship and Interpersonal Violence: Global Perspectives	3 hrs.

SOW 4283	Social Work and the Law	3 hrs.
SOW 4322	Social Work Practice with Groups	3 hrs.
SOW 4602	Social Work in Health Settings	3 hrs.
SOW 4645	Social Services for the Elderly	3 hrs.
SOW 4650	Child Abuse: Treatment and Prevention	3 hrs.
SOW 4654	Children's Services	3 hrs.
SOW 4673	Social Work Practice: The Lesbian, Gay, Bisexual, and Transgender (+) Experience	3 hrs.
SOW 4706	Interventions with Substance Abusers	3 hrs.
SOW 4754	Forensic Social Work Theory and Practice	3 hrs.
SOW 4794	Social Work Practice with Immigrants and Refugees	3 hrs.

4. **Statistics:** Each student must complete a statistics course before or during the first two semesters of their study in the major.
STA 2014 Principles of Statistics or **STA 2023** Statistical Methods I: 3 hrs.

5. **Cultural Studies for Social Work Degree:**
 To develop awareness, sensitivity, understanding, appreciation, and respect for diversity, social work students are required to complete a minimum of **six (6) hours** in cultural studies that include content related to race, ethnicity, culture, religion, sexual orientation, gender identity, disability, etc. A student may complete these courses in any semester. A list of courses may be found on the School of Social Work website.

State Foreign Language Requirement

Students who have not met the University's foreign language admission requirement may not complete this requirement by taking courses in cultural studies. UCF's foreign language admission requirement includes the following:

- A. Two years of the same foreign language in high school, or one year of foreign language at the college level prior to graduation. If taken in high school, an official transcript must be provided to the Admissions Office.
- B. Two years of American Sign Language in high school or one year of American Sign Language (ASL) at the college level prior to graduation.

Certificate Programs and Social Work Minors

Prior to graduation, all students earning a certificate must submit a certificate completion form, available online. Upon graduation and verification of required courses, the certificate will be mailed to you. When filing your intent to graduate online the semester prior to your actual graduation, you must have declared the certificate and/or minor and complete a separate Intent to Graduate for both the Social Work major and any declared certificate. For more information on the certificate programs, please contact the BSW Director or BSW Program Advisor.

Certificate and Minor in Aging Studies

In recognition of the special needs of the older adults in Central Florida, the School offers a 15 credit (18 credits for the minor) interdisciplinary program open to all students in any major leading to a Certificate in Aging Studies. This certificate prepares students for careers in applied gerontology, research, public service or for graduate training. Courses focus on the physiological, psychological, sociological, environmental, cultural, legal-ethical and public policy issues affecting older adults. Students majoring in health professions, biomedical science, criminal justice and legal studies, hospitality management, psychology, social work, nursing, sociology, business, exercise science, physical education, communication sciences and disorders or education find study of the aging process especially helpful. An internship, along with course options that include service-learning activities are required.

Certificate website:

<https://healthprofessions.ucf.edu/socialwork/degrees/#certificates>

Minor website:

<https://healthprofessions.ucf.edu/socialwork/degrees/#minors>

Nonprofit Management - Minor

The Nonprofit Management Minor at the University of Central Florida will provide interdisciplinary classroom experience and experiential learning opportunities for students planning a career as a nonprofit professional. For more information, contact: Dr. Stephanie Krick (stephanie.krick@ucf.edu), Director of Undergraduate Programs in the School of Public Administration.

<https://healthprofessions.ucf.edu/degrees/#minors>

Children's Services Certificate

This certificate is awarded only to students in the undergraduate social work program. The Children's Services Certificate is designed to help students learn about the various components of the child welfare system and how that system impacts children and families. Students are prepared to identify child welfare problems such as child abuse and neglect experienced by children and families and are taught basic skills in working with families and with the child welfare system. The certificate includes both classroom academic work and a specialized field internship. Website:

<https://healthprofessions.ucf.edu/socialwork/degrees/#certificates>

Spanish for Social Work Certificate

The Spanish for Social Work Certificate strives for providing students with a strong and solid academic formation through a series of high-quality courses related to social work, victim assistance, community development, gerontology, and services to the needy, with an interdisciplinary focus with the collaboration of two different colleges, the College of Arts and Humanities and the College of Health Profession and Sciences. The courses offered in the program prepare students to bridge their knowledge across the different areas of Spanish and the key concepts of social work, thus facilitating an easy transition from our academic program to the workforce once

this certificate is successfully completed. Students must demonstrate fluency in the language to be accepted into this certificate program. Website:

<https://healthprofessions.ucf.edu/socialwork/degrees/#certificates>

Social Work & the Law Certificate

The Social Work & the Law Certificate's goal is to provide students with an understanding of the intersection between social work and the law to comprehend the connections between the disciplines as students work to assist individuals and society. This Certificate is appropriate for any student planning to attend law school or graduate studies in social work, and for those planning to work in the court system assisting at-risk populations such as children in the child welfare system, those marginal or disenfranchised individuals unaware of their rights and of services, the elderly, and other groups impacted by the legal system. Website:

<https://healthprofessions.ucf.edu/socialwork/degrees/#certificates>

Section III: Schedules of Study & Courses

Plans of Study

Full-time Program

Points to Keep in Mind:

1. Courses are offered only during specified semesters.
2. Courses should be taken sequentially and only when prerequisites have been met.
3. All required social work courses must be completed prior to the internship (i.e., Field Education and Field Seminar) and have a 2.5 GPA in the major.
4. The Field Education and seminar courses are offered in the fall and spring semester.
5. Two electives must be social work electives: GEY 3001, SOW 3740, 4148, 4194, 4283, 4322, 4602, 4645, 4650, 4654, 4673, 4706, 4754, and 4794. Please contact the BSW Advisor to obtain more information on these courses.

Course	Credits
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SUMMER SEMESTER ADMISSION – JUNIOR YEAR

SOW 3300	Practice I: Generalist Practice in Social Work	3 hrs.
SOW xxxx	Social Work Elective OR	3 hrs.
	Cultural Diversity course (if needed)	3 hrs.
Total Hours		3–9 hrs.

FALL SEMESTER - JUNIOR YEAR

SOW 3104	Human Behavior & Social Environment I	3 hrs.
SOW 3284	Social Work Perspectives on Social Justice	3 hrs.
SOW 3300	Practice I: Generalist Practice in Social Work	3 hrs.
STA 2014	Principles of Statistics	3 hrs.
SOW xxxx	SOW Elective (if needed)	3 hrs.
Total Hours		12-15 hrs.

SPRING SEMESTER - JUNIOR YEAR

SOW	3111	Human Behavior & Social Environment II	3 hrs.
SOW	3352	Practice II: Interpersonal Skills in Social Work	3 hrs.
SOW	3401	Social Work Research Methods	3 hrs.
SOW	3620	Culturally Competent Social Work Practice	3 hrs.
SOW	xxxx	SOW Elective (if needed)	3 hrs.
Total Hours			12-15 hrs.

SUMMER SEMESTER

SOW	3620	Culturally Competent Social Work Practice	3 hrs.
SOW	4343	Macro Level Roles and Interventions	3 hrs.
SOW	4730	Documentation in Social Work Practice	3 hrs.
Cultural Diversity course (if needed)			3 hrs.
Total Hours			6-12 hrs.

FALL SEMESTER - SENIOR YEAR

SOW	4341	Micro Level Roles and Interventions	3 hrs.
SOW	4730	Documentation in Social Work Practice	3 hrs.
SOW	4515	Field Education Seminar	2 hrs.
SOW	4941	Field Education (Internship)	4 hrs.
Total Hours			9-12 hrs.

SPRING SEMESTER - SENIOR YEAR

SOW	4232	Social Welfare Policies and Issues	3 hrs.
SOW	4343	Macro Level Roles and Interventions	3 hrs.
SOW	4515	Field Education Seminar	1 hr.
SOW	4941	Field Education (Internship)	5 hrs.
Total Hours			9-12 hrs.

Students who need to change their plan of study during their academic journey and prior to field education from full-time to part-time status may do so however students may not change from part-time to full-time because of the sequential nature of the courses.

Part-time Program

Points to Keep in Mind:

1. Courses are offered only during specified semesters.
2. Courses should be taken sequentially and only when prerequisites have been met.
3. All required social work courses must be completed prior to the internship (i.e., Field Education and Field Seminar) and have a 2.5 GPA in the major.
4. The part-time Field Education and Field Education Seminar course is offered in the fall and spring. Students will need to register for field education and field seminar again in both semesters.

5. Two electives must be social work electives GEY 3001, SOW 3740, 4148, 4283, 4322, 4602, 4645, 4650, 4654, 4673, 4706, 4754, and 4794. Please refer to the BSW Advisor to obtain more information on these courses.

<u>Course</u>	<u>Credits</u>
SUMMER ADMISSION	
SOW 3300 Practice I: Generalist Practice	3 hrs.
Cultural Diversity class, if needed	3 hrs.
Program prerequisite or general elective, if needed	3 hrs.
FALL SEMESTER - YEAR 1	
SOW 3104 Human Behavior & Social Environment I	3 hrs.
SOW 3300 Practice I: Generalist Practice in Social Work (if needed)	3 hrs.
STA 2014 Principles of Statistics OR	
2023 Statistical Methods I (if needed)	3 hrs.
SPRING SEMESTER- YEAR 1	
SOW 3352 Practice II: Interpersonal Skills in Social Work	3 hrs.
SOW 3401 Social Work Research Methods	3 hrs.
Social Work elective	3 hrs.
SUMMER SEMESTER- YEAR 1	
SOW 3620 Culturally Competent Social Work Practice	3 hrs.
Cultural Diversity course (if needed)	3 hrs.
FALL SEMESTER- YEAR 2	
SOW 3284 Social Work Perspectives on Social Justice	3 hrs.
Social Work elective	3 hrs.
SPRING SEMESTER- YEAR 2	
SOW 3111 Human Behavior & the Social Environment II	3 hrs.
Social Work Elective	3 hrs.
SUMMER SEMESTER- YEAR 2	
SOW 4343 Macro-Level Roles and Intervention	3 hrs.
SOW 4730 Documentation in Social Work Practice	3 hrs.
FALL SEMESTER- YEAR 3	
SOW 4341 Micro-Level Roles and Interventions	3 hrs.
SOW 4515 Field Education Seminar	2 hrs.
SOW 4941 Internship	4 hrs.
SPRING SEMESTER- YEAR 3	
SOW 4232 Social Welfare Policies & Issues	3 hrs.
SOW 4515 Field Education Seminar	1 hr.
SOW 4941 Internship	5 hrs.

Field Education

Field Education is where social work comes alive! It is where students begin to apply the knowledge they have learned in the classroom to the practice of social work in the field.

The faculty in the Field Education Office are responsible for assigning students to their field placement sites. Informational sessions will be held by the field faculty to provide information to all BSW students about the field placement process including the submission of field applications, requirements, expectations, policies, and procedures during the fall semester prior to the internship.

Please note that students are not allowed to contact agencies on their own to discuss the possibility of an internship with any agency. Contacting an agency without going through the Field Education Office will result in that agency being disqualified as a potential internship site for the student.

Field Education Hours and Seminar

BSW students are assigned to an agency placement and must complete 400 internship hours. Students completing an internship are in their field placement during fall and spring semester during their senior year. Students work in their field agency for an average of 14 hours per week. Please note that students must be in their field placements for the length of the semester and cannot finish their placement early/before the semester ends.

For detailed policies related to Field Education please see the online Field Manual at <https://healthprofessions.ucf.edu/socialwork/field-education/>

Employment-Based Internships

Students may be allowed to complete one field placement in their current place of employment. Several critical requirements must be met to complete a placement in a student's employment site including:

1. The agency must meet all social work field requirements and be affiliated with the School of Social Work (including supervision provided by an approved MSW/BSW).
2. The field assignments must be significantly different from the student's current work responsibilities. The learning competencies for the employment-based internship must relate to the student's level of internship.
3. The supervisor for the internship cannot be the same as the supervisor for the student's job.
4. The student and agency administrator must complete the **Employment-Based Internship Agreement** form found on the Field Education website and submit it to the Field Education Office within 30 days of receiving it from the faculty

member managing the placement process for the student. The Employment-Based Internship Agreement will be sent to the student electronically by the field faculty member assigned to them. *Students should not assume that these placements will be automatically approved. Applications will not be accepted after the 30-day deadline.*

5. Students are notified in writing by the Director of Field Education or assigned field faculty member managing the field placement process for them whether their employment-based internship request is approved/denied.

Field Education Requirements

1. The UCF Field office will hold virtual sessions, called “Let’s Get Real About Field” over the summer semester, to provide information on the field placement process. Students will be enrolled in a mandatory, non-credit Webcourse, titled, “Field Placement Process Course”. This course will walk students through the field placement process step-by-step and provides students with the field application, and instructions. Students will be paired with a Field Faculty member, through their enrollment in the course, and the faculty member will contact the student to schedule a Field Interview. Field faculty will review all applications, assign students to an appropriate agency, and contact students by email to notify them of the field site chosen for their BSW field placement. Please do not contact agencies on your own as this will result in disqualification of the site as an option for you.
2. Students must complete and submit a Placement Confirmation Form to the Field Education Office prior to starting their internship. Any hours accrued prior to submitting a Placement Confirmation Form will not be counted. Students can obtain a copy of the Placement Confirmation Form by emailing the Field Faculty member who conducts their field interview or the Director of Field Education. Students must have a confirmed field placement prior to the start of spring semester. Students who do not have a confirmed placement prior to the start of the semester may be deferred from field education until the following spring semester.
3. Students must attend the MANDATORY field education orientation prior to starting their internship. Students may not begin their field placement until they have attended orientation. Hours accrued at an internship site will not be counted if the student has not attended orientation. Please contact the Field Education Office in advance if you are unable to attend field education orientation due to extraordinary circumstances to schedule a make-up session. Students who do not attend mandatory field education orientation and who do not have an excused absence (for example, hospitalization) may be deferred from field education until the following spring semester.
4. If a student is terminated from a field placement, the situation will be reviewed by the field faculty and the Academic and Professional Performance Committee if indicated. The student may be placed in a second placement site and this site will be selected by the Field Education Office. Students who are terminated from a field placement may be referred to the Academic and Professional Performance

- Committee to determine the outcome of the termination on progression in field education.
5. Termination from a field placement may result in loss of field hours that have already been completed or assignment of additional hours depending on the circumstances.
 6. Students must complete their field hours prior to the end of the semester to receive a grade of Satisfactory for field education for that semester.
 7. Students who are **terminated from two field placements may be dismissed from the program. They will be referred to the Academic and Professional Performance Committee for review.**
 8. Students may not change their field placement once it has started except under unique circumstances reviewed and approved by the Field Education Office.
 9. Students may be offered a job at their agency and request that this job count as their internship. These circumstances will be reviewed and approved by the Field Education Office.
 10. Falsification of field hours will result in failure of the field course, loss of all hours accrued and a referral to the Office of Student Conduct.

BSW Course Descriptions

SOW 2020 Careers in Creating Social Change. Introduces students to the field of social services, with emphasis on the social work profession and other careers that create social change.

SOW 3104 Human Behavior & the Social Environment I. Skill development in assessing "person-in-environment" throughout life cycle. Study interaction of biopsychosocial, cultural, and systemic influences on human functioning. Open to non-majors and pending social work majors.

SOW 3111 Human Behavior & the Social Environment II. Development of knowledge and skills in understanding theoretical frameworks for human behavior as it relates to person and environment within families, groups, organizations, and communities.

SOW 3284 Social Work Perspectives on Social Justice. Examination of the social justice mission of the social work profession. Addresses professional values, the rights of populations served, and justice within practice fields. Open to non-majors and pending social work majors.

SOW 3300 Practice I: Generalist Practice in Social Work. Study of social work functions, knowledge, values, and skills. Development of ability to use a generalist model of practice. Open only to students admitted to the BSW program.

SOW 3352 Practice II: Interpersonal Skills in Social Work. Study and practice of interviewing, group leadership, written communication, and oral presentations, within the consensual and conflicting contexts of social work.

SOW 3401 Social Work Research. Study of quantitative and qualitative methods of building knowledge for social work and the ethical use of research in professional practice.

SOW 3620 Culturally Competent Social Work Practice. Social work intervention and skill development needed to serve historically oppressed groups for culturally competent social work practice with diverse under-represented groups.

SOW 4232 Social Welfare Policies and Issues. Development of skills needed to critically analyze social welfare goals, structures, and practices. Proposes improvements in societal resource systems.

SOW 4341 Micro-Level Roles and Interventions in Social Work. Understand micro practice with individuals, groups, and families using various models of intervention, techniques used within each model, and how to apply in practice.

SOW 4343 Macro-Level Roles and Interventions in Social Work. Study and simulated practice of roles and tasks in systemic problem solving to obtain and improve social welfare resources within organizations and communities.

SOW 4730 Documentation in Social Work Practice. Development of documentation skills for the delivery of social work services in various agency settings.

SOW 4941 Internship. Supervised learning experiences in agencies that relate social work practice to theory, requiring 400 clock hours in the field. Students will enroll in 4 credits in the fall semester and 5 credits in the spring semester and must have a 2.5 GPA or better in the major to begin the internship as well as have a prerequisite/corequisite completion of all core classes.

SOW 4515 Field Education Seminar. Weekly seminar to examine the field experience and to relate theory with practice situations. Students will enroll in 2 credits in the fall and 1 credit in the spring and must have a 2.5 GPA or better in the major to begin the internship as well as have a prerequisite/corequisite completion of all core classes.

Social Work Electives

GEY 3001 Gerontology: An Interdisciplinary Overview. Study of aging from an interdisciplinary perspective. (web-based course)

SOW 3740 Social Work Practice with Loss & Life's Transition. A wide range of losses across the life span presented from a strength's perspective.

SOW 4148 Introduction to Military & Veteran Culture in Social Work Practice. An introduction to military life providing specific ways to better

understand, communicate, and effectively interact with military, veterans, and their families.

SOW 4194 Relationship and Interpersonal Violence: Global Perspectives.

An introduction to the types of relationship and interpersonal violence around the world. Social, political, and economic issues related to violence and violence intervention are reviewed.

SOW 4283 Social Work and The Law. An overview of the legal system focusing on roles social workers play within the courts and the legal processes pertaining to family law, mental health, and child welfare.

SOW 4322 Social Work Practice with Groups. Designed to provide the theories and skills of generalist social work practice with small groups in a wide range of social service agencies and with a diverse client population.

SOW 4602 Social Work in Health Settings. Study of social work roles, interventions, and issues related to helping clients in health settings.

SOW 4645 Social Services for the Elderly. Development of interventive skills for obtaining, providing, and improving social services on behalf of elderly persons and their families.

SOW 4650 Child Abuse: Treatment and Prevention. The social worker's role and interventions with survivors of child abuse, those who abuse and neglect children, and how the social services system intervenes.

SOW 4654 Children's Services. Study of societal responses to children's needs. Development of skills for preventing family breakdown, placing children in alternative care, and reuniting children with their families.

SOW 4673 Social Work Practice: The Lesbian, Gay, Bisexual, and Transgender (+) Experience: Sexual orientation, gender diversity and cultural diversity, policies and resources affecting LGBT (+) people, community based therapeutic and preventive interventions with LGBT (+) identifying clients.

SOW 4706 Intervention with Substance Abusers. Strategies for working with persons who abuse alcohol, other drugs, and substances.

SOW 4754 Forensic Social Work Theory and Practice. The role of social workers within the courts and criminal justice system. (web-based course)

SOW 4794 Social Work Practice with Immigrants and Refugees. Social work practice with immigrants and refugees, specifically addressing social policies, programs and legal issues impacting this population from national and international perspectives.

Section IV: Resources & Program Advising

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit <https://cares.sdes.ucf.edu> if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Faculty Advising for Professional Development

In a professional educational program, the relationship between faculty and a student is a critical component. In this relationship, the student may receive professional advising related to academic, career, and research goals. Faculty members can assist students with licensure and supervision questions. Students should refer to the School of Social Work website <https://healthprofessions.ucf.edu/directory/social-work/> to identify faculty interest areas and contact faculty members for professional development.

Purpose of Professional Development Advising:

- Explain the personal and professional qualifications necessary for becoming a social worker.
- Prepare the student for field education.
- Advise the student concerning career opportunities and to help the student identify career goals.
- Answer the student's questions about further social work education, including qualifications and opportunities.
- Contrast academic versus professional programs of education.
- Identify students who may be experiencing difficulties in learning and in professional development.

Ongoing Professional Advising:

- Students admitted to the BSW program will be introduced to faculty members who will provide professional advising regarding social work careers, social work education, research, and professional development.
- Prior to graduation students will be encouraged to seek professional advising from faculty members to explore relevant careers, the licensure process, or graduate school opportunities.

Faculty involved in research will serve as research mentors for students interested in completing the Honors Undergraduate Thesis program also referenced as Honors in the Major (HIM).

Academic Advising

In a professional educational program, the relationship between a social work program advisor and students is critical. In this relationship, students may work through academic, personal, and professional concerns. This advising process recognizes and permits the growth of professional rapport while the student is completing their BSW degree.

Purpose of Academic Advising:

- Explain the nature of advisement in a professional program.
- Explain the uses of the student handbook.
- Assist the student in meeting university, college, and program requirements.
- Ensure that each student completes social work courses in the appropriate sequence.
- Assist in the selection of university and social work electives relative to the social work student's goals.
- Review the student's academic degree audit to make sure that all requirements have been met prior to the field education experience.
- Assist the student experiencing academic or professional development difficulties through brief, supportive or facilitative counseling or by referral for needed services.
- Verify the student's completion of the requirements for graduation.

Academic Advising Process:

- A student's first advising contact with the BSW Program Advisor is usually following the admission to the program. The purpose of this contact is to help the student plan for completing the degree requirements and involves reviewing all BSW degree requirements and completion of an academic plan of study. This academic plan or plan of study will detail the specific courses and sequence of courses student will take to complete the BSW degree.
- It is highly recommended and encouraged for students to consult their BSW Program Advisor each semester before registration. This will assist students to ensure they remain on track and have enough credit hours for graduation. At the beginning of the student's senior year, a conference should occur to review the student's academic record to make sure that all degree requirements thus far have been achieved and to discuss the timeline and required tasks in order to graduate on time (see **Graduation Verification** for more information).

Graduation Verification: Graduation advising involves reviewing and verifying the student's degree audit. Students will meet with the BSW Program Advisor during the fall of their senior year to review remaining degree requirements. CHPS-Student Academic Services provides verification of completion of all requirements. The

semester prior to graduation, students must file their Intent to Graduate through the myUCF portal. Once completed, an advisor with CHPS-Student Academic Services will contact the student only if a problem exists and ask the student to schedule an appointment to verify requirements have been met for graduation. If no potential problem was identified, students do not need to meet with the advisor.

NOTE: Throughout the program it is the student's responsibility to monitor credit hours to ensure earning the 120 hours to graduate from UCF. The BSW Program Director, BSW Program Advisor, and CHPS-Student Academic Services staff can assist.

Excess Credit Hour Surcharge

In 2009, the Florida Legislature implemented Section 1009.286, to encourage students to complete their baccalaureate degree as quickly and efficiently as possible and established an Excess Credit Hour Surcharge. The bill requires universities to add a surcharge to each credit hour taken in excess of the total number of credit hours required to complete the degree being pursued.

The surcharge percentage is **determined by your start date**. If you entered a state university for the first time as an undergraduate student between and including Fall 2009 and Summer 2011, the surcharge is 50% of the normal tuition rate. If you started in Fall 2011 or later, the surcharge is 100% of the normal tuition rate. Excess hours surcharge does not apply if you began college prior to 2009. For more information visit <http://registrar.ucf.edu/excess-hours>

Section V: Program & University Policies

Professionalism

Professionalism is a practice behavior that students are expected to demonstrate throughout this course and in the BSW Program. Being respectful is important. Students may not agree with what everyone states, however you are expected to listen and be respectful. Unprofessional behavior will not be tolerated; this includes rude or disrespectful comments via web course tools, interactions with classmates or the instructor; and/or biased or prejudiced language towards anyone including the populations served by social work. Should a student exhibit unprofessional behavior the instructor will request a meeting with the students involved. Should a disruption continue past the instructor addressing it the first time the student will be referred to the appropriate program director and the Office of Student Conduct.

Below are the **Standards of Professional Behavior** developed by the School of Social Work. Students are expected to follow these standards in classroom settings, online education, and in field education settings.

Field Education:

1. Relating well to clients and establishing sensitive and professional relationships with clients.
2. Demonstrating professional demeanor in behavior, appearance; & oral, written, & electronic communication. Being punctual and dependable.
3. Demonstrating maturity and a positive attitude.
4. Interacting effectively and consistently with faculty, staff, and clients.
5. Responding to feedback and constructive criticism with appropriate modification of behavior.
6. Demonstrating honesty, courtesy, and integrity in all aspects of interaction with faculty, staff, and clients (public and private) and including social media platforms.
7. Consistently taking responsibility for own learning and showing motivation for self-learning.
8. Consistently demonstrating flexibility and initiative.
9. Consistently presenting a professional demeanor and attitude for field education, classroom education and events.
10. Demonstrating knowledge of the NASW Code of Ethics and HIPAA policies.

Classroom and On-line Education:

1. Attendance at regularly scheduled instruction.
2. Participating actively, respectfully, and consistently in classroom discussions and assignments.
3. Clear, concise writing with appropriate APA documentation, correct grammar, spelling, and utilization of accurate social work concepts and terminology.
4. Responding to feedback and constructive criticism with appropriate modification of behavior.
5. Demonstrating maturity and a positive attitude.
6. Consistently demonstrating flexibility and initiative.
7. Consistently taking responsibility for own learning and showing motivation for self-learning.
8. Interacting effectively and consistently with faculty, staff, and clients.
9. Demonstrating honesty, courtesy, and integrity in all aspects of interaction with faculty, staff, and clients both public and private and including social media platforms.
10. Being punctual and dependable.
11. Consistently presenting a professional demeanor and attitude for field, class, and events.
12. Demonstrating knowledge of the NASW Code of Ethics and HIPAA policies.
13. Demonstrating appropriate professional demeanor in behavior, appearance, and oral and written communication while in the classroom and participating in events sponsored by the School of Social Work.

BSW Program Readmission Process

Students who have been out of the social work program for two (2) consecutive semesters must re-apply for readmission to the Program. The process is below.

- I. The former student will prepare a written *request for readmission* to the BSW Program. The request for readmission will include:
 - a. A statement that summarizes the events leading to the student leaving the program (e.g., medical withdrawal, academic issues, or fit to practice issues).
 - b. A summary of actions taken by the student since leaving the BSW Program that address the issue(s) leading to the student exiting the program.
 - c. A clear rationale for requesting readmission to the program that includes a discussion of the student's actions to address the reason for leaving.
- II. Upon receipt of the request for readmission the BSW Program Director will review the student's file.
 - a. Requests for readmission will be reviewed by the BSW Committee if there are concerns based on the student's submission for readmission.
 - b. Recommendations regarding whether to readmit the student to the BSW Program will be submitted to the BSW Program Director.
 - c. If no concerns are noted, the BSW Program Director will decide on the students' readmission.
- III. Readmission Review Procedure
 - a. When the BSW Program Director in the School of Social Work receives a request for readmission to the BSW Program, the Director will review the information the student submitted and if needed, will convene the BSW Committee to review the request and discuss any concerns or issues related to the student.
 - b. Committee Procedure: The BSW Committee will review the documentation submitted if needed including the student's request for readmission to the BSW Program. Based on the documentation submitted, the committee members will deliberate regarding the nature of the events leading to the student exiting the program and implications regarding possible readmission. The BSW Advisor will keep notes of the discussion and the decision on whether to readmit the student to the BSW Program. If the committee is not needed to review the request, the BSW Program Director will make the decision.
 - c. If there are any concerns identified, the BSW Advisor or the BSW Program Director will meet with the student to address any questions or concerns.
 - d. Based on the input of all parties the BSW Program Director will decide to readmit or decline readmission of the student and will notify the student in writing of the decision and rationale for the decision regarding the student's

readmission request. The BSW Program Director will notify the Director of the School of Social Work of the decision as needed.

Note: Depending on how long a student has been inactive, they may need to also apply for readmission to the University.

Policies on Class Behavior

1. **Policy on Student Class Participation and Attendance:** Social work students are required to attend **ALL** class sessions. Professionalism typically involves collegial sharing and peer support. By being present in class, students develop a commitment to, and a skill in, mutual problem solving and teamwork. For this reason, class attendance is mandatory. In some classes, part of the student's grade is based on participation, teamwork, and attendance. A student's grade may be lowered for lack of participation, tardiness, and absences. More than **three absences**, (**this number may vary depending on the semester the course is being taught or modality i.e., summer allows 2 absences as does mixed mode sections**) **regardless of reason, at the discretion** of the instructor, may result in: (a) a partial (A- to B+) letter grade reduction in the course; or (b) makeup assignments being required.
2. **Policy on Student Papers:** Effective written expression is essential for professional practitioners where records often decide a client's fate, as in court and medical cases. Thus, students are expected to always present their ideas clearly and properly. Grammar, punctuation, and spelling are to be correct in all papers submitted to professors and field instructors. When noted by the instructor, formal papers are to be typed, double-spaced, and conform to professional standards of writing using the **APA 7th edition**. Papers not conforming to these standards of style and exactness may be returned un-graded. Check with your instructor regarding specific guidelines.
3. **Policy on Academic Integrity/Plagiarism & Academic Misconduct**
Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated.
Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/> including academic misconduct.
 1. **Academic Misconduct**
According to the Rules of Conduct the following defined and described actions include, but are not limited to, conduct for which disciplinary action may be taken at the University of Central Florida. Students are prohibited from engaging in:
 - a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism; unauthorized assistance to complete an academic

exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

- b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
- c. **Commercial Use of Academic Material.** Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
- d. **Soliciting assistance with academic coursework and/or degree requirements.** The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation.)

NOTE

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. These websites encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the University, or publishers and may not be distributed without prior authorization. Students may NOT share/post exam questions on any study website. Students who engage in such activity are in violation of academic conduct standards and will face penalties. If a student has knowledge that this type of material is on such website, they must notify the instructor.

- 1. **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
Paraphrasing is a skill that requires reading information and, using your own thoughts to summarize the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text (per APA style). Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience, and most writing assignments for this course will include a limit to the number of direct quotes you can use.

2. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
3. Helping another violate academic behavior standards.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*: <https://goldenrule.sdes.ucf.edu/> UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension, or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <https://goldenrule.sdes.ucf.edu/zgrade/>.

Any acts of plagiarism, *including not acknowledging sources of information appropriately, cutting & pasting, not citing someone else's work correctly, citing an entire page and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students who observe others violate this policy are expected to report this to the instructor.

(2) Possessing and/or Providing False and Misleading Information and/or Falsification of University Records

- (a) Withholding related information or furnishing false or misleading information (oral or written) to university officials (faculty or staff) or law enforcement officers.
- (b) Possession, use or attempted use of any form of fraudulent identification, including the credentials or identification of another individual.
- (c) Forgery, alteration, or misuse of any University document, material, file, record, or instrument of identification.
- (d) Deliberately and purposefully providing false or misleading verbal or written information about another person.
- (e) Falsification, distortion, or misrepresentation of information during an investigation or the Student Conduct Review Process, including knowingly initiating a false complaint.
- (f) Fraud: Any act of deceit or misrepresentation for purposes of financial or personal gain.

(3) Disruptive Conduct

- (a) Any act that impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the University or any part thereof or the rights of one or more individuals.
- (b) Any act which deliberately impedes or interferes with the normal flow of pedestrian and vehicular traffic.

- (c) Any act which intentionally interferes with the election processes of any University registered student organization or sponsored student group.
- (d) Misuse of any University safety equipment, firefighting equipment, or fire alarms.
- (e) A false report of an explosive or incendiary device, which constitutes a threat or bomb scare.
- (f) Breach of peace: an act, which aids, abets, or procures another person to breach the peace on the University premises or at university sponsored/related functions.
- (g) Failure to comply with oral or written instruction from duly authorized University officials (i.e., faculty, staff, administration, residence hall staff) acting within the scope of their job duties or law enforcement officers acting in the performance of their duties, including failure to produce identification to these persons when requested to do so.
- (h) Failure to produce identification upon request by a University official (i.e., faculty, staff, administration, residence hall staff), acting within the scope of their job duties or law enforcement officers acting in the performance of their duties.
- (i) Hindering, noncompliance, or interfering with the student conduct review process by failing to obey the notice from a university official to appear for a student conduct meeting or hearing; and/or attempting to discourage an individual's proper participating in, or use of, the student conduct review process.
- (j) Violation of any other University regulation or policy as described in the UCF Regulations, UCF Policies and Procedures, or University department publicized policy.
- (k) Failure to comply with applicable law and University regulations and procedures for solicitation and fundraising activities on campus.

4. **Confidentiality:** The General Counsel for UCF has instructed the School of Social Work as follows:

- a) All information contained in a student record is confidential and cannot be released to any agency or outside organization without a signed consent from the student.
- b) The University is not permitted to complete background clearance checks or driving record checks on students. If placement sites require this information, the student must have the checks performed at the students' expense.
- c) Field placement organizations should not assume that a student referred by the School of Social Work has a "cleared" background.
- d) The only exception to this policy is when the student is also an employee of the University. In this situation employee records can be released with permission.

5. **Policy of Meeting Course Assignment Deadlines:** All assignments must be submitted at the beginning of the class or online through web courses by the due date and time. No assignments will be accepted by email unless the instructor has given explicit prior approval. **Late assignments will receive grade deductions (up to the discretion of each instructor) for each day that they**

are late regardless of the reason unless the student gained prior approval from the instructor. No assignment will be accepted after the last day of class.

It is the student's responsibility to make arrangements with the instructor regarding late assignments. Check with your instructor regarding course guidelines.

6. ***Policy on Incomplete Work and "I" Grades:*** Incomplete grades are only granted by the instructor, when the student who has completed most of the course work, attended class regularly and submitted all prior assignments is faced with an exceptional circumstance that prevents the student from taking an exam, a quiz, or submitting the remaining assignments. In those exceptional circumstances (death in the family, student in a car accident, student hospitalization, etc.), the student or a member of the student's family should contact the instructor. Once able, the student will provide the necessary documentation per School and University policies and make arrangements with the instructor for the work to be completed to qualify for an incomplete grade. All work must be completed by the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies. Students are expected to have completed at least 80% of the course and have attended most classes. Incomplete forms are completed online when the instructor submits final grades. Once this is done, the student will receive an e-mail from the Registrar's office asking to agree with the terms of the incomplete. It is recommended the instructor and student correspond through e-mail and have documentation of the assignment to be completed. The student should see the instructor to request an incomplete grade and make arrangements for completing course requirements by the deadline set by the instructor (usually by the end of the following semester). A student who does not complete required assignments may, at the discretion of the instructor, receive a failing grade (F) for the course. Under University Policy, the (I) will change to an (F) automatically after one (1) year or upon graduation, whichever occurs first.

Criminal Charges Before Acceptance & While in the BSW Program

Prior to entering the BSW Program students are asked to disclose information regarding a criminal history including felony and misdemeanor offenses that include convictions, current charges or if an arrest occurred but ultimately dropped. Students must answer honestly and correctly and if there has been a charge or arrest, students are required to discuss with the BSW Program Director. **If a student fails to acknowledge the arrest record on the BSW application and/or the UCF application, it will be grounds for dismissal from the program. This is considered falsification of a document.**

While in the BSW Program students arrested for a misdemeanor or felony offense must notify the BSW Program Director immediately. Students who report an arrest will be referred to the Office of Student Conduct. Students may be asked to provide

documentation from the legal system that outlines the offenses with which they have been charged. In addition, when appropriate students will provide supporting documentation (e.g., date of conviction, court mandated programs). While criminal action is pending against a student, the student will not be allowed to enter a field placement or continue in an existing placement if the nature of the offenses relates to their ability to practice social work. The BSW Program Director, Field Placement Assistant Director, and Director of the School of Social Work will meet to review the criminal action pending to determine if the student will be removed from the field placement site. Once the criminal action is resolved the BSW Program Director, Field Placement Director in consultation with the Director of the School of Social Work will determine the student's continuance in the BSW Program.

Upon disposition of the criminal action students will produce evidence from the court to the BSW Program Director. If a student is convicted of a crime the BSW Director may recommend dismissal from the BSW Program to the Director of the School of Social Work. Each case will be reviewed individually to determine the severity of the crime and implications of the conviction that may affected the student's fitness to practice social work. If upon review of the relevant documentation, it appears that a student has misrepresented the status of pending charges, a prior conviction of a misdemeanor or felony offense to the BSW Program faculty or staff, the student will be referred to the Office of Student Conduct and may be dismissed from the BSW Program depending on the severity and nature of the pending charges or the prior conviction.

Student Email Policy

In Fall of 2023, UCF consolidated active student and faculty/staff accounts into one system to streamline communication. Active students moved from their @knights.ucf.edu email account to a new @ucf.edu email account. The new email account is generated automatically for student and is the student's NID@ucf.edu. Non-active, former students with a @knights.ucf.edu account did not experience any changes. Student are required to use this email account which is at no cost to the student. The email account is available to students from the time they matriculate to UCF, through graduation. After graduation, the email will be available if the account remains active. UCF email accounts are considered inactive if the account has not been accessed via login within an 18-month period. After 18 months with no login activity, the account will be inactivated and blocked from login. Accounts that have no log in activity and have been inactive for 3 years will be deleted. Each student is responsible for all information sent to their respective @ucf.edu email account and is expected to read their electronic mail on a frequent and regular basis. The UCF email is the only email used by the university and all students must use this email address when contacting UCF faculty and staff. For further information about the student email migration project go to <https://it.ucf.edu/studentemailmigration/project/>

Policy on Non-Discrimination

Consistent with the University of Central Florida's policy regarding equal opportunity and affirmative action, the School of Social Work is committed to

carrying out its program without regard to age, sex, race, national origin, religion, marital status, disability, or veteran status.

A gender-based harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for Hostile Environment Harassment or Quid Pro Quo Harassment, as defined above are present. (Policy #2-4004. Nondiscrimination Policy <https://policies.ucf.edu>)

The School of Social Work supports the goals of affirmative action as identified in State and Federal statutes and Executive orders and within our Code of Ethics Standards (<http://compliance.ucf.edu/ethics/>) This means that the School strives to treat all students equally and fairly in all academic matters, regardless of age, race, sex, national origin, sexual orientation, religion, marital status, disability or veteran status applied to social service agencies used for field placement. In addition, placement agencies must be able to show evidence of policy commitments to Non-Discrimination in both service delivery and employment. (See BSW Field Education Manual) <https://www.oie.ucf.edu/>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Military-Related Responsibilities

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Policy on Harassment

Among the principles which guide the School of Social Work is the belief that all people deserve to be treated in a manner that recognizes their individuality, dignity, and self-worth. In order to promote this principle, the sexual harassment of students, faculty, and/or staff is strictly prohibited.

Harassment: (Taken from Equal Opportunity/Affirmative Action - University of Central Florida) <https://letsbeclear.ucf.edu/more-information/faq/sexual-harassment-faqs/>

Harassment consists of abusive behavior directed toward an individual or group because of race, color, sex, age, national origin, religion, disability, marital status, or veteran's status. Illegal harassment occurs when discriminatory intimidation, ridicule, and insult is so severe and pervasive as to alter the conditions of employment and

create an abusive environment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment, performance appraisal, or academic performance or a condition for a student's grade, or
2. Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working/education environment. The University
 - a) strictly prohibits making submission to harassment either explicitly or implicitly a term or condition of an individual's employment, performance appraisal, or evaluation of academic performance; and
 - b) forbids harassment that has the purpose or effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment. (Equal Opportunity/Affirmative Action - University of Central Florida.) <https://www.oie.ucf.edu/> See the Nondiscrimination Policy above for more information.

Title IX

Title IX is a federal civil rights law that prohibits discrimination based on the sex (including pregnancy, parental status, gender identity or expression, and sexual orientation) in educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes prohibition of sexual harassment, gender-based harassment, sexual assault, domestic and dating violence (relationship violence), and stalking. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu/title-ix-at-ucf/>

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - <https://www.eeo.ucf.edu> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu> & sas@ucf.edu
- Diversity and Inclusion Training and Events – <https://diversity.ucf.edu>
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu>
- UCF Compliance and Ethics Office - <https://compliance.ucf.edu> & complianceandethics@ucf.edu
- Ombuds Office - <https://www.ombuds.ucf.edu>

Faculty-Student Relations: The NASW Code of Ethics is clear regarding professionalism. In keeping with the spirit of the Code of our profession and in recognition of the power faculty potentially have over the academic careers of students; intimate relations between faculty and social work students are

unacceptable. Students who experience discomfort when observing or being subjected to a faculty member's (1) personally directed sexually oriented remarks in or outside of the classroom or (2) inappropriate behaviors of a sexual nature, (i.e., intimate touching, kissing, caressing) are experiencing sexual harassment.

Further, faculty is cautioned against behaviors that create the perception of sexual harassment. Under no circumstances is it acceptable for a faculty member to date a social work student. It is the belief of the School of Social Work that amorous relationships between faculty and their students, due to the natural power imbalance between faculty and students, could be potentially damaging to the student. Just as social work practitioners should not date their clients, faculty should not date their students.

Field: While in Field placement, agency staff serve as Field Instructors, Placement Supervisors, and agency colleagues. As such, sexual harassment of a student by field agency staff is also strictly prohibited. Field agency staff are to conduct themselves in a professional manner in all their dealings with UCF School of Social Work students. Dating between field staff and students is not acceptable.

Allegations by students regarding sexual harassment by field staff should be reported to the student's Field Liaison, the Director of Field Education, and to the Director of the School of Social Work.

The *Code of Ethics by NASW* recommends social workers avoid dual relationships with clients whenever possible and states, "Dual or multiple relationships occurs when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively." The *Code* also prohibits sexual relationships and sexual harassment between social worker and client (previous or current) and clients' family members. Therefore, non-professional relations between social work students and agency clients or family members are unacceptable.

Policy on Substitution of Common Program Prerequisite Courses

1. When a student wishes to substitute a course for one of the program prerequisite courses, the student must provide a copy of the description of that course from the catalog where the course was taken to the program director. A syllabus is required for each course provided by the student as supporting evidence of course comparability.
2. If approved, the BSW Director or BSW Program Advisor will complete a course exception form, attach the course description to the form if needed, and submit this material to the CHPS-Student Academic Services so the exception can be recorded on the student's degree audit.

Policy on Substitution of Required Social Work Courses

1. The course to be substituted must have been taken in an accredited BSW program and the student must have received at least a grade of “C” in the course. The course must have been taken within six (6) years of initial enrollment or readmission to the BSW program. If approved, the BSW Program Director or BSW Program Advisor will complete a course exception form, attach the course description to the form if needed, and submit this material to the CHPS-Student Academic Services so the substitution can be recorded on the student’s degree audit.
2. The course description should document the course being substituted contains content equivalent to the social work course. The student also needs to provide the course syllabus for verification of the content.

Policy on Obtaining Final Grades

Because of the need for confidentiality, grades, papers, and tests cannot be left out in the open in the School of Social Work’s Central Office where other people might view them or provided via phone or email. For the purpose of confidentiality, grades will now be posted online. Students can access posted grades approximately one week after the end of the semester through myUCF.

Policy on Course Changes and Schedule Exceptions

1. **Course Changes:** The instructor reserves the right to make announced changes in course requirements, content, schedule, and assignments.
2. **Exceptions to Class Schedule:** Faculty of the School of Social Work will meet all classes as scheduled in the UCF academic calendar. Exceptions to the class schedule are to be avoided, but may be made under the following conditions:
 - a. Reasons consistent with the University’s sick leave policy.
 - b. Presentations by the faculty member of an academic paper, workshop, seminar, etc., at a professional meeting.
 - c. Attendance by the faculty member at a professional conference or meeting.
 - d. Attendance at approved University, College, and school functions.
 - e. Field trips with students.
 - f. Release time given to students for alternative assignments that are to be completed outside of class hours (e.g., videotaping, group research, hands-on social work experiences in the community).
 - g. Other reasons as approved by the Director of the School.
3. **Final Exam Schedule:** Final exams will be given during exam week. If no exam is given, class will still meet.

Policy on Expectations for Social Work Students: Populations Served and Modes of Intervention

Social workers intervene directly with and on behalf of diverse populations. These include adult men and women, persons of African American, Asian American, Hispanic, or multicultural decent, children, gay, lesbian, bisexual, transgender, gender neutral individuals, persons with disabilities, older adults, persons with HIV/AIDS or other physical and mental conditions and the economically disadvantaged.

Additionally, social workers also provide services through a variety of helping strategies, including, but not limited to assessments; contracting; home visits; office interviews; individual, family, and group counseling referrals; case management; program and community evaluations; grant writing; advocacy; education; and follow-up.

Social work is not an easy profession; it requires disciplined delivery of services, set within a conceptual framework based on scientifically tested theories. Ethical professional practice is guided by complex social, behavioral, and practice theories. Social work is an art and a science.

Not all individuals are able to “do” social work. A student, who in the judgment of the faculty is unable to meet these expectations, may be denied admission or may not be eligible to complete the degree requirements. The student and their BSW Advisor will explore alternative educational and career options.

Policy on Student Grievances

Purpose: For the benefit of both faculty and students as well as for providing a formal communication channel for students who feel they have been unfairly treated, the School of Social Work has a formal procedure for student grievances.

Undergraduate student appeals of grades (typically limited to final grades) resulting from an instructor’s: alleged deviation from the instructor’s established and announced grading policy; alleged errors in application of grading procedures; and alleged lowering of grades as retaliation for non-academic matters, including discrimination. The following procedure should be followed when students are willing to resolve complaints against a social work faculty member at the school level. Grievances regarding other than social work faculty should be handled by college and/or university grievance committees.

This document pertains to all student-faculty grievances except for complaints about the professional judgment exercised by an instructor in assigning a grade. Refer to the Student Rule Student Handbook (The Golden Rule: A Handbook for Students <https://goldenrule.sdes.ucf.edu/>).

Procedures for Student Grievance: It is the School’s policy to encourage the informal resolution of grievances directly between the student and faculty. If this cannot be accomplished, the student is encouraged to continue resolution by

presenting the problem in writing or orally through appropriate procedures. The appropriate procedures for student grievances within the School require that any student or student representative having a complaint must:

1. Discuss the problem with the faculty involved unless the student perceives that this places the student in jeopardy. They may then seek advice from a faculty member of their choice, BSW Advisor, or BSW Program Director. At this stage, or at any other step in the grievance procedure, a student is free to consult any faculty for advice in resolving the problem and/or the Executive Committee of either the BSW or MSW Social Work Student Association.
2. If the grievance is not resolved in Step 1, the student should then make an appointment to see the BSW Program Director. (Should the BSW Program Director be the target of the grievance, another faculty will be elected by the Director of the School of Social Work to carry out the duties assigned to the Director regarding the grievance procedure). The grievance should be presented clearly, stating the facts of the case. All parties involved in the complaint must be clearly identified.
3. If unresolved in Step 2, the student must put their grievance in writing and submit it to the BSW Program Director.
4. The BSW Program Director and/or Director of the School of Social Work (if the Director is not the target of the grievance), and faculty member are to schedule a meeting to resolve the grievance.
5. If the student grievance still has not been resolved at this meeting, the School Director should convene a review committee to hear the grievance. This committee will make every effort to meet no later than 15 school days from the date of the written complaint. This review committee should be composed of BSW Director and one faculty, an appointed member of the Advisory Council if available, and one to two students in their final year of the major. The students must be selected randomly from the list of second year students in the program. If the first student selected does not wish to serve, the selection process should continue in the same manner until a student in the major, willing to serve, has been selected. The review committee will, subsequently, hear the student's grievance.

The Review Committee Process

- 1) The student grievance must be stated as clearly and as detailed as possible in writing. Copies of the grievance must be distributed to all committee members by the School Director.
- 2) The committee is not to be officially convened to hear the grievance until the faculty involved has had an opportunity to review the written student charges. The faculty must respond in writing to the committee within seven school days after having received the charges. Copies of the faculty response must be distributed to all committee members by the School Director.
- 3) The committee will convene the meeting within ten school days after receipt of the written student grievance and response from the faculty member.
- 4) At the meeting, the committee shall designate a voting chair to conduct the proceedings.

- 5) The committee will question both the student and the faculty member separately concerning the facts presented on both sides.
- 6) Upon completion of questioning period, the complainant and respondent will be asked to leave the room. The committee will then discuss the case and assess whether or not the grievance has merit.
- 7) Based on their findings, the committee will recommend a plan of action for the student, for the faculty member, and if necessary, for the BSW Director, BSW Advisor, and the School Director.
- 8) The Committee Chair will formally document the committee findings and present them in writing to the School Director for distribution to all parties.
- 9) If either or both parties involved will not accept the judgment of the committee, she/he is free to pursue the matter outside the School of Social Work. For information regarding College and University grievance procedures, individuals should see the most current edition of *The Golden Rule: A Handbook for Students* (<https://goldenrule.sdes.ucf.edu/>).

Policy on Retention, Advancement and Termination

The criteria for evaluating students' academic and professional performance are outlined in this BSW Handbook, course syllabi and in the Field Education Manual. These typically include evaluation of written work, participation and attendance, oral presentations, and a formalized evaluation for field agencies to complete. The students also participate in the field evaluation process. The field program has a clear set of criteria including competencies that address the goals of generalist social work practice. These are contained in the BSW Field Manual. All BSW students in the field and their field instructor have access to the BSW Field Manual online. A copy of the BSW Field Manual is also sent directly to the agency field supervisors.

Whenever a student is not making satisfactory progress toward their social work degree, as indicated by an end-of-the-semester social work GPA of 2.5, Unsatisfactory in Field Education, or an ethical violation the faculty will notify the BSW Program Director who will notify the student and BSW Program Advisor. A meeting will be held to develop a plan which specifies the actions the student will take to achieve the desired level of skill, knowledge, or competency and the time frame for completion. The plan is signed by all parties involved. If the student fails to comply with the documented plan, a recommendation will be made to the Director of the School of Social Work to dismiss the student. Policies and procedures for terminating a student will be discussed on the following pages.

The policies reflect not only the ability of students to demonstrate competence in the field of social work through academic coursework and assignments, but also the ability to establish effective relationships with client systems and other professionals, as well as the values of the social work profession as evidenced by standards identified by the following:

1. **Scholastic Standard:** Includes overall GPA, social work major GPA and maintaining a grade of "C" or above in the required social work courses.
2. **Professional Values and Ethics Standard:** Students demonstrate adherence to

- ethical, legal, and professional directives and expectations.
3. **Self-Awareness Standard:** Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects or personal performance problems and behaviors.
 4. **Interpersonal Relationship Skills Standard:** Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries.
 5. **Responsibility and Professional Readiness Standard:** Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study.
 6. **Critical Thinking and Problem-Solving Abilities Standard:** Individual reasoning reflects comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.
 7. **Communication Skills Standard:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards and in APA format.

In so doing, the program seeks to balance its responsibilities to the students and to potential clients and consumers. The program recognizes the special responsibility of social work in preparing students to work with vulnerable populations while respecting the rights of students within the framework of university procedures.

Student Advancement Policy:

To remain in the School of Social Work as a candidate for a bachelor's degree in social work, a student must:

- a. Earn a *grade of "C" or better in each required course* for the social work major. The student automatically advances and should consider themselves advanced unless informed otherwise.
- b. Maintain a 2.5 GPA and satisfactory in non-letter graded courses.
- c. If a student's social work GPA drops below 2.5, the student will be reverted to "provisional status" by the School of Social Work, and a new plan of study developed.
- d. If a student earns a "C-", "D" or "F" in a social work course, that course must be repeated. Students must successfully complete the course on the second attempt. If applicable, students may use grade forgiveness to substitute the initial grade.
- e. Comply with the standard of the *Code of Ethics* of the National Association of Social Workers (NASW).
- f. Demonstrate personal and professional qualifications: intelligence, initiative, social concern, appreciation for differences in others, self-awareness, problem solving ability, ease in relating with others, dependability, humanitarian interests in helping people and in improving human services. Adequate reading and writing skills and critical thinking skills are crucial to the social work professional.

- g. Students must demonstrate a willingness to work directly with and on behalf of diverse populations in a variety of human service agencies. These include people of differing races and ethnicities; adult men and women; children; persons with disabilities; older adults; gay, lesbian, and transgender individuals; persons with HIV/AIDS or other physical and/or mental health concerns; and economically disadvantaged individuals. The proclivity and skills to provide services through a variety of helping strategies including, but not limited to assessments; contracting; home visits; office interviews; individual, family, and group counseling; referrals; case management, and community evaluations; grant writing; advocacy; education; and follow-up.
- h. Meet with BSW Program Advisor or Program Director prior to registration each term to review courses and progress.
- i. Meet with BSW Program Advisor or BSW Program Director at least once during the junior year and once during the senior year for additional professional advisement.
- j. Achieve a grade point average of 2.5 in the major to enter field education and to graduate.

Note: Students are expected to review their audits regularly for accuracies and credit hour requirement.

The advancement process assures that each student maintains adequate progress in gaining knowledge, skills, and competencies required for graduation and professional practice. Social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work. The BSW Program developed academic performance standards and examples of essential behaviors to ensure clarity on expectations for student behavior and achievement and to ensure that students from our program are well-suited for the professional demands and responsibilities of professional social workers. **The Policy on Advancement, Retention or Termination** in the BSW Program as outlined in the application materials and the BSW Handbook includes the following:

Scholastic Standard:

1. Students must achieve/maintain a GPA of 2.5 in required social work courses. If a student's GPA drops below 2.5, the student will be reverted to a "provisional status" by the School of Social Work.
2. Students must earn a grade of "C" or better in all required social work courses.
3. If a student earns a "D" or "F" in a social work course, that course may be repeated once. If applicable, students may use grade forgiveness to substitute the initial grade.

Professional Values and Ethics:

1. Judgment and conduct are consistent with the values and ethics of the profession as stated in the NASW Code of Ethics.
2. Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.

3. Refrains from cheating and plagiarism (as defined in the Golden Rule) and demonstrates personal integrity in meeting the objectives of the social work program and in fulfilling all program requirements.
4. Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality in the classroom and in all other arenas.

Self-Awareness:

1. Demonstrates awareness of self and its impact on interpersonal and professional relationships.
2. Addresses any conflicts between personal and professional values and demonstrates willingness to grow toward professionalism by reconciling those differences responsibly, in particular as personal biases relate to prejudice and discrimination.
3. Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice through the program of study.
4. Acknowledges, seeks help to resolve and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.
5. Demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms.

Interpersonal Relationships:

1. Relates interpersonally in a manner that is respectful, non-manipulative, non-disruptive, nondiscriminatory, and characterized by maturity.
2. Uses proper channels for conflict resolution.
3. Maintains appropriate boundaries in all relevant relationships and arenas.
4. Respond to evaluation and criticism with appropriate professional behavior in the classroom and in the internship environment.

Responsibility and Professional Readiness:

1. Demonstrates the ability to adhere to agency protocols and policies, dress codes, and documentation requirements. Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that follow program policies, institutional policies, and professional ethical standards.
2. Refrains from illegal drug use and demonstrates behavior that is consistent with UCF's Disciplinary Rules (Golden Rule) on drugs and alcohol as outlined in the UCF Code of Conduct.

Students are seen as violating the BSW Program's Academic Performance Standards when they:

- Fail to demonstrate personal integrity in meeting the objectives and goals of the social work program and in fulfilling all program requirements.
- Earn **below a "C"** in course work, unsatisfactory in field work, and have a social work GPA below the required 2.5.
- Breach the standards of conduct, including but not limited to plagiarism; the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other

assigned schoolwork. UCF's policy on academic integrity is defined in the UCF Catalogue, The Golden Rule and the BSW Handbook.

- Are excessively absent from class, as defined in the instructor's syllabus.
- Continue to refuse to accept social work values as they proceed through the program or who do not comply with the NASW Code of Ethics.
- Fail to behave in ethical behavior in the community.
- Are found to be in violation of UCF Student Disciplinary Rules, as determined by the UCF Golden Rules. (<https://goldenrule.sdes.ucf.edu>)
- Are under the influence of alcohol or drugs in the classroom or field settings, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW Code of Ethics.
- Interact inappropriately or ineffectively with faculty, staff, peers, field instructors, or in other collegial relationships.

Students seen as violating the above will be reviewed by the BSW Committee. The Committee will make recommendations to the Director for the proper course of action. All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy. Members of the BSW Committee are expected to observe the confidential nature of the information made available as well as any discussions.

Possible Outcomes of Review:

1. No action needed.
2. Mutually agreed upon counseling.
3. Mandatory participation in, and satisfactory completion of, an alcohol or drug rehabilitation program.
4. A written performance plan.
5. A departmental probationary period during which specified criteria must be met.
6. Referral to a University Disciplinary Committee.
7. Suspension or dismissal from the program.

The student has the right to appeal the committee's decision. The process is outlined in the BSW Handbook and the UCF Catalogue. All faculty and students receive policies and procedures related to the University, College, and the School of Social Work during the School's orientation. Students are advised to view the BSW Student Handbook that is located in the School of Social Work website <https://healthprofessions.ucf.edu/socialwork/bachelors/>

Termination/Dismissal from the BSW Program

Students may be dismissed from the BSW program for academic or professional performance concerns as stated above. If students have violated the Golden Rules of Conduct with the university and the BSW program (i.e., cheating, plagiarism, falsification of documents, harmful or disruptive behavior, etc.), students are referred to the Office of Student Rights & Responsibilities (OSRR, <https://osrr.sdes.ucf.edu/>). Students can be found not-in-violation or in-violation. If they are found in violation, the student may be placed on probation or suspended with educational sanctions given. Depending on the severity of the alleged violation, the student may also be dismissed from the BSW program. If a BSW student is dismissed due to scholastic

concerns (GPA falls well below the required 2.5 GPA) the BSW Program Director decides on dismissal and notifies the BSW Committee. If there are other scholastic performance concerns, the BSW Program Director will ask the BSW Committee to meet and identify a recommendation. If dismissal is recommended, a meeting is held between the student and the BSW Program Director to identify the concerns and the reason for termination from the program. The BSW Program Director further discusses the dismissal with the Director of the School of Social Work. The conversation is followed up with a letter of dismissal from the BSW Program Director sent through email and a certified letter identifying the reasons. If the student is not responding to emails or phone calls to schedule a meeting, a dismissal letter is sent through email and certified mail as well. A copy of the letter is placed in the student's file and a copy is given to the Director of the School of Social Work.

Policy on Student Reference Letters

A student's written request for an employment and/or graduate school reference letter should be received at least three (3) weeks (21 days) before the letter is needed. Submission of a resume is required. If a student requires more than one reference letter from the faculty of the School of Social Work, the student must directly initiate such requests to the faculty member(s) of their choice.

Policy on Independent Study

1. **Purpose:** Independent Study (IS) provides an opportunity for the student to explore in depth an area of interest. It may not be taken in lieu of, or as a substitute for, those courses which are specified in the curriculum as requirements. Rather, the IS serves to extend the student's knowledge in a subject which may not have been included or covered in depth within the content of scheduled courses.

Independent study may also be appropriately used when the School as well as the student would derive benefit from a research study.

2. Requirements:

- A. Independent Study may be requested by a social work student with a grade point average of 3.0 who has completed at least twelve hours of course work in social work.
- B. The limit of IS course credit in the major is six hours, with a maximum of four hours permitted in any one semester.
- C. Although an IS ordinarily is taken by one student with one or more faculty members, on occasion more than one student may be jointly participating in a study. When more than one student is involved in the project and more than one instructor, students and faculty should clarify arrangements for meetings and should be clear about the procedures to be followed with respect to grading.
- D. No student may receive IS credit for content covered in required BSW courses.

- E. It is necessary that an Independent Study Contract (ISC) for the IS be developed by the student and the instructor. The ISC should include objectives, justification of study criteria, a brief content outline, references, frequency of student-faculty contact, expectations for a research paper or report (see Procedure #3), and the methods of evaluation.
- F. BSW students may obtain credit hours to meet Social Work requirements from an IS course taken in another department of the University. IS outside the School is acceptable if the study is related to the student's specific educational objectives. An IS outside the School cannot be substituted for any required Social Work courses. The same procedures must be followed by the student and the instructor as would apply if the student were taking the IS in the School of Social Work (see Procedures). It is the student's responsibility to see to it that the instructor in the other department is acquainted with these procedures.

3. ***Procedures:***

- A. The formal procedure begins with the student seeking authorization from the BSW Program Director or faculty conducting the research who establishes the student's eligibility for the IS in accord with the policy established above.
- B. The student obtains an ISC from an instructor to earn the IS under that instructor's guidance.
- C. **To register for an IS course:** The BSW student registers for SOW 4906 Directed Independent Studies, or SOW 4912 Directed Independent Research, and presents the approved ISC at registration.
- D. At the completion of the IS, a statement is completed by the faculty member and kept in the student's file in the School office. This statement briefly summarizes what was accomplished in the IS.

Section VI: Professional Development, Resources, & Organizations

Professional Development

Continuing Education

The School of Social Work offers continuing education for individuals employed in human services, supports local service delivery systems through faculty and student involvement in community and professional activities, and provides a suitable educational base for students who wish to pursue a graduate degree in social work.

National Association of Social Workers

The National Association of Social Workers (NASW) is the largest professional membership social work organization in the world. Social work students at UCF are eligible for NASW membership and are strongly encouraged to join. Students who join NASW can take advantage of reduced membership dues while in college. Special transitional dues are available for the first two years following graduation. Membership in NASW provides an opportunity to network with social

workers around the world, receive the monthly NASW News, reduced rates on various NASW journals, books, periodicals, and the state conference, voting privileges in national and local association elections, hold office on the National Board and local committees, and may be nominated for NASW local and Florida “Student Social Worker of the Year”. Application forms for NASW membership are available in the Social Work office or online at www.naswfl.org.

UCF CHPS Alumni Association

All graduates of the BSW and MSW programs are members of the UCF Alumni Association. The purpose of the chapter is to serve the professional networking, fellowship, and continuing education needs of the department's alumni as well as to provide multiple levels of support for the department and its current students. The association puts on an annual CEU event, raises money for the SSW scholarships, and collaborates with the social work student organizations on other projects and events. Check out the Social Work Alumni Association at <https://healthprofessions.ucf.edu/alumni-giving/> and find us on Facebook: UCF Social Work Alumni Association.

BSW Student Association (BSWSA)

The School of Social Work BSWSA is committed to assisting students enhance their learning, networking in the community and provide community service to human service agencies. We have a strong student association that meets regularly to schedule the programs requested and participate in community service projects. Previous activities included educational programs and community service projects like the Gift Giving Tree during the holidays and our food drive. Students also enjoy having social events, participating in planning, and attending Legislative, Education, and Advocacy Day (L.E.A.D.) and the end of year graduation/celebration ceremony. We invite you to join and participate in the association. Applications for membership are in HS-1 room 204 and located in the canvas course for all students.

Honors Undergraduate Thesis (HUT)

The Burnett Honors College coordinates the Undergraduate Honors Program that includes the Honors Undergraduate Thesis (HUT) program. The program is designed to encourage the best juniors and seniors to undertake original and independent work in their major field. Working closely with a faculty committee, students design an honors thesis or project. The committee consists of a faculty mentor from the student's major program or department who serves as the Thesis Committee Chair, a second faculty from the student's major program or department, and a third faculty from another program or department for a total of three committee members. Additional committee members may be added in consultation with the Thesis Committee Chair. (Honors College Handbook)

Website: <https://honors.ucf.edu/hut/about/>

Phi Alpha Social Work Honor Society/Nu Pi Chapter

Founded in 1962, there are 480 Phi Alpha chapters in 50 states, Canada, and Puerto Rico. The Nu Pi Chapter was established at UCF in the fall of 2006. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work

and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Membership in the honor society recognizes those who have distinguished themselves academically among their peers and is open to those who are in the top 35% of students in the program, who have completed at least 9 credit hours in Social Work and 37.5% of the required coursework toward the degree, with a minimum 3.5 GPA. Membership carries the expectation of participation in service events and meetings monthly throughout the academic year and provides opportunities for networking and career mentorship. There are semester dues for membership (\$30, subject to change), although financial hardship should not be a barrier to membership. Students are invited into membership in the fall and spring.

Members in good standing may wear the Phi Alpha medallion with graduation regalia: phialphapresident@gmail.com

Professional Credentials for Baccalaureate Social Workers (BSW)

Social Work Licensure: Although the State of Florida does not license at the BSW level, over thirty states now legally regulate baccalaureate social workers to practice social work. State regulation requires minimum competency to protect the public and regulates the use of the social work title and may be mandatory in a state where you might become employed. In some states, certain employment settings are exempt from licensure, but it is good professional practice to obtain your license regardless of setting.

In most cases, residency and/or employment is not required for licensing. Usually, state social work licensing boards require candidates to pass the basic level social work licensing examination given in each state by the Association of State Social Work Boards (ASSWB) through a professional testing firm. To obtain more information about licensing and the license examination, call the Florida Department of Business & Professional Regulation at 850.487-1395.

Website: <http://www.myfloridalicense.com/dbpr/>

Many states that do license at the bachelor level may require criminal background checks as part of their licensing process. Please be informed that conviction of a serious Misdemeanor or a Felony may impede your ability to obtain a social work license in those states.

Post Graduate Planning

Job Posting: Announcements about job openings in community agencies are posted during each term on the School of Social Work website. Students are encouraged to check their student email and the School of Social Work website and other university social media sites on a regular basis for information about employment opportunities.

Graduate School: If you are planning to pursue a graduate degree in social work you may wish to review the UCF MSW graduate program or graduate programs elsewhere in Florida and other states.

Advanced Standing: Applicants with a baccalaureate degree in social work from an accredited Council on Social Work Education program may be considered for the Advanced Standing Program. These courses must have been completed within five (5) years of initial enrollment in the MSW program. The UCF Advanced Standing Program requirements include: research writing sample that is 5-10 pages containing APA citations, three letters of recommendation, a resume, and a professional statement are all required to be accepted in the UCF Advanced Standing MSW program.

Students who desire entrance into the UCF Advanced Standing MSW program need to earn a “C” or better in any undergraduate social work course. Only one earned “C” grade in a social work course is allowed for admission into the UCF MSW Advanced Standing Program in addition to a social work GPA of a 3.3 (the last 60 credit hours). If more than one “C” grade is earned in a social work course for the BSW degree, the course must be repeated for admission into the UCF MSW Advanced Standing Program. For more admissions information on UCF MSW Advanced Standing program visit the following website:

<https://healthprofessions.ucf.edu/socialwork/master/>

Graduate Record Examination (GRE): The School of Social Work at UCF does not require students to take the GRE for admission. If a student is interested in applying for fellowships or assistantships the GRE must be completed. It is recommended students check to see if other School of Social Work require the GRE for admission.

Examples of Cultural Diversity Courses

Cultural diversity courses help students understand and appreciate human diversity. These courses, which focus on both foreign and domestic cultures, provide content about differences and similarities in the experiences, needs, and beliefs of people. For a list of courses that meet the diversity requirement for social work, visit

<https://healthprofessions.ucf.edu/socialwork/bachelors/>

Financial Aid

There are several sources of financial assistance available to students. Many types of assistance require separate applications for each semester, while others allow for the application for both semesters to be submitted at the same time. Information can be obtained from the Office of Student Financial Assistance located in Millican Hall.

You may contact them by phone (844) 376-9160 or on their website:

<https://www.ucf.edu/financial-aid/>. Scholarships are available to aid students earn their social work degree. The deadline for many is in spring semester. For additional information please visit: <https://www.ucf.edu/financial-aid/types/scholarships/>.

Academic Engagement

UCF must comply with the Federal Student Financial Aid regulation that states that to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, a discussion post/assignment is included and/or attendance will be taken during each class (depending on if this is a mixed-mode, face-to-face, or online class). **Failure to complete the discussion posting or sign in to show you have engaged in this course may result in a delay in the disbursement of your financial aid.**

For the first disbursement of financial aid, we are required to gather this information no later than Friday by 5:00 pm of the first week of each new semester.

Communicating with Students and Faculty

- ↳ **Bulletin Boards:** Check the bulletin board located outside the Social Work Office, HS 1-204, for announcements about the Bachelor of Social Work Student Association events, social work activities, and other items.
- ↳ **Faculty Boxes:** You may leave messages and materials for social work faculty in the School of Social Work office.

Safety Escort Services

The UCF Police Department offers a walking escort to all UCF students. UCF Police representatives are available to provide a walking escort for students, faculty, and staff members. The UCF Community can simply call 407/823-5555 to request a walking escort anywhere on campus, and a UCF Police staff member or officer will escort them to their destination. At UCF Downtown, you can also call 407/235-3800 to request an in-person security escort.

You can find out more here: <https://police.ucf.edu/knightride>.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://police.ucf.edu/emergency-guides>

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu/> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

Service Animals

In accordance with the Americans with Disabilities Act (ADA), the University of Central Florida is committed to reasonably accommodating qualified students and individuals with disabilities. This policy explains the difference between Service Animals and Emotional Support Animals and sets out the rules for each.

Individuals who seek to bring a Service Animal to public areas on campus do not need prior permission and may be asked only for limited information (see section III(A) on the website), but are encouraged to contact the Student Accessibility Services (SAS) office or the Office of Institutional Equity (OIE) so that the university knows why the animal is on campus and so that it can ensure that the Handler understands Service Animal policies (see section III below). Students who wish to bring a Service Animal into their student housing should inform Housing and Residence Life prior to bringing the animal into housing for safety and health reasons (see section III(b) on the website). Students who wish to bring Emotional Support Animals into student housing must have prior permission from Housing and Residence Life (see section V on the website). Students may not bring Emotional Support Animals to class or into other University buildings. Employees who wish to bring either a Service Animal or an Emotional Support Animal into their non-public workspaces must have prior approval through the reasonable accommodation <https://www.eeo.ucf.edu/documents/AnimalsasAccommodationPolicy.pdf>

Helpful Hints

NID & UCF ID: Memorize your university identification numbers: UCF ID and NID. Your NID is your secure sign-on for many systems at UCF, including myUCF

and online courses. Your UCF ID is the number you will use to identify yourself when you call or visit offices across campus, including Undergraduate Admissions and your BSW Program Advisor. You can locate both these numbers as well as your UCD ID Card number by visiting your myUCF account. Log into your myUCF (using your NID and password), click on Student Self Service > Personal Information > UCF ID Info.

UCF E-mail: In the Fall of 2023, UCF consolidated active student and faculty/staff accounts into one system to streamline communication. Active students moved from their @knights.ucf.edu email account to a new @ucf.edu email account. Non-active, former students with a @knights.ucf.edu account did not experience any changes. UCF mandates that our electronic communication is by the **UCF email account only**. Please use the link in your Student Center to set up your account as soon as possible and then monitor the e-mailbox. Information that may affect your program or graduation eligibility is sent through NID@ucf.edu email and failure to have or to monitor your email does not negate your responsibility. For further information about the student email migration project go to <https://it.ucf.edu/studentemailmigration/project/>.

Please familiarize yourself with the following site: <https://my.ucf.edu/>: Students Self-Service Student Center. Think of this as your “command central” for student transactions. It is through this site that you will be able to register for classes, view your enrollment status, and monitor your financial aid and student accounts, and much more. You are also able to view the course catalog and schedule of classes at this site.

To determine courses that have been completed or still need to be taken, please access your myKnight audit (or degree audit). You can find this by logging into your myUCF account. Select “Student Self Service” then under the Academic Information section, use the “other academic information” drop-down menu to find “myKnight audit/degree audit.” Review your audit carefully and regularly. Especially look for those degree requirements that are “Not Satisfied.”

You are responsible for the classes you take. We strongly suggest that you meet with the BSW Program Director and/or the BSW Program Advisor to develop a student plan of study.

Section VII: Faculty & Staff Information

Faculty Information

Anderson, Kim, PhD, MSSW, LCSW (University of Kansas), Professor. Dr. Anderson is the author of *Enhancing Resilience in Survivors of Family Violence* (Anderson, 2010), a book informed by her research on, teaching about, and practice in the field of family violence. It provides empirical findings and conceptual insights for helping professionals and students to assist people affected by violence and oppression to cultivate their strengths and resilient capacities. Populations that she studies include women affected by intimate partner violence and child witnesses of domestic violence. Her teaching interests include clinical practice, theory, and research.

Backes, Bethany, PhD, MSW, MPH (University of Maryland Baltimore), Assistant Professor. Dr. Backes's areas of scholarship broadly encompass research and evaluation on violence against women (VAW) including formal and informal help-seeking trajectories, secondary and tertiary violence prevention strategies, and criminal justice and community-based interventions related to intimate partner, sexual, and stalking victimization. She has 20 years of combined experience in direct services and research on VAW and formerly led the VAW Program of Research at the U.S. Department of Justice. She has a joint appointment with the Department of Criminal Justice and is a core member of UCF's VAW Faculty Cluster.

Beltran, Susanny, PhD, MSW (University of Illinois at Chicago), Assistant Professor. Dr. Beltran's areas of specialization are in aging, healthcare disparities, and end-of-life care. Her work has focused on exploring needs of terminally ill patients and families from underserved backgrounds (e.g., Hispanics), with the goal of designing support systems to meet their needs. She is interested in quality of life and quality of care outcomes across the continuum of care (e.g., independent living, nursing home, hospice). She has previously taught social work research, human behavior in the social environment, and aging courses at the graduate level and is involved in efforts to prepare students for interprofessional medical social work practice.

Bernhardt, Christina, PhD, MSW (University of Central Florida), Lecturer. Dr. Bernhardt's research centers on policies and programs that aim to address food and nutrition insecurity. Her work has focused on food insecurity screenings in outpatient medical practices. Her work also includes evaluation of multi-sector initiatives that address health inequities and disparities. Dr. Bernhardt's professional experience also includes medical social work practice in various acute care settings.

Bermudez, Melissa Coral, MSW, LCSW, LICSW (University of Central Florida), Instructor, Online MSW. Ms. Bermudez has worked with diverse adults, military personnel and veterans, and families. She has facilitated and designed online, mixed mode, and face-to-face learning modules and psychoeducational materials for federal and non-profit agencies, corporations, and community organizations. Ms. Bermudez

has a strong interest in merging technology and social work, and attending to the needs of minorities, women, and the LGBTQ community.

Brown, Kevin G., PhD (Florida State University), Lecturer. Dr. Brown's areas of interest include evidence-based practice, child welfare, social work theory, social policy, and research.

Chapple, Reshawna, PhD, MSW, LCSW (Arizona State University), Assistant Professor. Dr. Chapple areas of specialization are Black and African American families, intersectionality (race, class, gender, and disability), d/Deafness, diversity and inclusion in higher education and social work practice with diverse populations. Dr. Chapple dissertation entitled: *Being a Deaf Woman in College is Hard. Being Black Just Adds: Understanding the Complexities of Intersecting the Margins*, explored issues of intersectionality, identity and belonging in college students who are Black, deaf, and female.

Davis, Jill, LCSW (University of Central Florida) Instructor. Ms. Davis has over 19 years of teaching and administrative experience in social work education, spanning policy, practice, HBSE, diversity, children's services, child abuse, and field education. She is a Licensed Clinical Social Worker and Qualified Supervisor in Florida, with clinical expertise on play therapy and child survivors of sexual abuse. Ms. Davis has served as an item writer for the Association of Social Work Boards clinical exam used by many states for licensure qualification.

Ferretti, Christina, MSW, LCSW (New York University), Associate Instructor On-line MSW Field Director. Ms. Ferretti has a variety of practice experience such as providing services to the juvenile sex offender population, children and adolescents involved in the juvenile justice system, children and families involved in the foster care system, child welfare, and intensive crisis intervention for families. Ms. Ferretti has served as a Field supervisor for BSW and MSW level students in an alternative high school setting.

Gryglewicz, Kimberley PhD, MSW (University of South Florida), Associate Professor. Dr. Gryglewicz has extensive knowledge and expertise in developing, implementing, and evaluating multi-component mental health and suicide prevention programs and services. Her areas of interest and research focus on risk and resiliency factors; risky behaviors, self-harm, traumatic stress, and suicide; end of life care and bereavement; and community-based services for youth and families. She is also interested and involved in implementing and enhancing state-level systems of care and service delivery.

Hall, Shelley, MSW (Florida State University), Associate Instructor, MSW Program Director. Ms. Hall has worked in the Central Florida area for many years in various settings including child welfare, foster care, and adoptions. She has 11 years of experience in the healthcare setting with an emphasis on Pediatrics and Neonatal Intensive Care. She has a strong interest in the needs of families dealing with children with special needs.

Holliker, Shannon, PhD, LCSW, MSW, MS (University of Central Florida), Lecturer, Online MSW. Dr. Holliker received her MSW, MS in Child Development & Education, and PhD at UCF. She has taught in the face-to-face and Online MSW track. Her clinical background and interests include work with young children and their families, trauma and immediate crisis intervention, pediatric medical social work, child safety and welfare and substance use disorders.

Jackson-Glasco, Jalonta, PhD, MSW, LSW (Auburn University), Lecturer. Dr. Glasco's areas of scholarship primarily focuses on the intersection of criminal justice and public health, specifically addressing the challenges surrounding prison menstrual laws. She employs a mixed-methods approach, utilizing both quantitative and qualitative methods, as well as community-based participatory research. Her research aims to understand the internal and external factors influencing the spread of prison menstrual laws and their impact on incarcerated individuals. By working closely with communities, agencies, policymakers, and individuals with lived experiences, she strives to conduct applied research that will have a meaningful impact on practices, policies, and organizations within the criminal justice system.

Kohn, Robin, MSW, LCSW, BSW Program Director (Florida State University), Senior Instructor. Ms. Kohn specializes in health social work including working with persons with disabilities, especially catastrophic injuries, loss and bereavement and end-of-life issues. She brings over forty years of practice experience to her social work courses. Her teaching areas include the Practice Courses, Loss & Life's Transitions and Healthcare.

Kuchman, Christina, MSW, LCSW (University of Central Florida), Instructor. Ms. Kuchman has been in the Field of Social Work for over 20 years. She is a Licensed Clinical Social Worker and Qualified Supervisor for the State of Florida. She has worked in various settings including outpatient community mental health, homeless shelter, group home, schools, and private practice. She has many years of experience working with children and adolescents facing various life challenges and in working with victims of domestic violence and other crimes under the Victim of Crime Act (VOCA) where she gained invaluable knowledge in working with the Trauma Informed Care approach. She specializes in using CBT and Client Centered Therapy with individuals of all ages and walks of life.

Lawrence, Shawn, PhD, LCSW (University at Buffalo), Professor. Interim Director of the School of Social Work. Dr. Lawrence's area of expertise is in practice with children. Her research focuses childhood obesity, truancy, and alcohol consumption on college campuses. Her teaching areas include psychosocial pathology, medications in social work practice.

Lin, Hsiu-Fen, PhD, MSW (Rutgers University), Assistant Professor. Dr. Lin is also a member at the UCF's Violence Against Women Faculty Cluster. With over 10 years of postgraduate international social work practice experience, she continues to seek solutions to end domestic violence by addressing research and policy. Her research areas include identifying financial risk factors of intimate partner homicide, evaluating economic empowerment for survivors of intimate partner violence,

creating culturally competent prevention measures, and improving screening and assessment for immigrant and non-English speaking populations. Dr. Lin is committed to advocating economic justice to reduce the negative impact of gender-based violence.

Lu, Shuang, PhD, MSW (Rutgers University), Assistant Professor. Dr. Lu's research focuses on child and youth mental health in disadvantaged families, community-based psycho-social interventions, and nonprofit capacity building. Her current projects include examining the impact of urbanization and migration on youth mental health and using intervention research to improve psycho-social and behavioral outcomes for children from disadvantaged backgrounds. Combining micro and macro social work perspectives, her research goal is to improve social service delivery for vulnerable children in cross-cultural settings.

Mazany, Shellene, MSW, LCSW (University of Central Florida) Senior Instructor, Ms. Mazany is a licensed clinical social worker who has worked in the mental health field for over 16 years. Her commitment to helping students of all ages and her strong desire for working with students has led her to various roles as a clinician and administrator. In 1999, Ms. Mazany founded and developed the CHILL Program; a counseling program still thriving in Orange County elementary, middle, and high schools. Ms. Mazany has strong interests in social work values and ethics, addictions, and family of origin issues. She is passionate about sharing what she has learned as a clinical social worker with others.

McGregor, Maxine, MS, MSW, LMSW (University of Central Florida), Associate Instructor. Ms. McGregor has worked in child welfare for over 16 years for Department of Children and Families and the Community Based Care (CBC) lead agency, Family Services of Metro Orlando. Ms. McGregor has completed her clinical experience with substance abuse clients and with patients in hospice care. Ms. McGregor also serves currently in the armed forces with the Florida National Guard. Her interest is working with children and families to strengthen the dynamics of the family holistically.

Molina, Olga, DSW, MSW, LCSW (Hunter College), Associate Professor. Dr. Molina has extensive knowledge in occupational social work practice with individuals and families. Her areas of interest and research are cultural diversity, group work, and domestic violence among the immigrant population.

Peters, Cassandra MSW, LCSW (University of Central Florida), Field Instructor. Ms. Peters started her journey in Social Work focused on children and families for the purpose of reunification. This led her to becoming a Child Protective Investigator, where she fought against the abuse and neglect of children, elderly, and disabled individuals. In 2016 Ms. Peters explored other needs within her community which gave her the opportunity to start a business that offered thousands of meals, supplies and other resources to the homeless. Ms. Peters has also worked in Hospice, where she specialized in grief. She later became the bereavement coordinator, serving as the head of the bereavement department and offering grief counseling to families and loved ones for those they've lost.

Pisano, Robin, MSW, LCSW (State University of NY at Albany), Program Director for Field Education. Ms. Pisano is an experienced Social Worker who began her career working with the Incarcerated Youth Program in New York State; facilitating policy change for reintegration laws with the New York State Senate. Her work has centered primarily in the field of adult behavioral health support and trauma response with a special focus on victims' rights and advocacy. Ms. Pisano moved to Florida in 2015 and began her work with hospice grief services, where she served as Lead Social Worker for Advent Health Hospice.

Ramos, Estelli, MSW, MDiv (University of Chicago and Emory University), Instructor Online MSW. Mr. Ramos brings a wealth of knowledge in the areas of policy and macro social work practice. He previously taught at Georgia State University, Northeastern Illinois University in Chicago and has served on the Dean's Staff at the University of Chicago's School of Social Service Administration. His areas of practice have included youth development, street gang intervention, social work practice with Latina/o LGBTQ persons, and advocacy for unaccompanied minors from Central America.

Roche, Iradly, MSW (University of Central Florida) Associate Instructor, Field Instructor. Mr. Roche's areas of specialty include school settings, alternative school settings, teenage parents, ESE population, and part-time Adjunct faculty for undergraduates and graduates since 2007. Strong interest in Case Management Services, Policy and Procedures and School systems. Along with clinical work with Individuals, Families and Groups. Field and task supervisor for BSW/MSW students since 2003.

Russell, Katie, PhD, MSSA, LISW-S, CCRP (Case Western Reserve University), Assistant Professor. Stemming from her experience as an independently licensed trauma therapist, Dr. Russell specializes in research focused on the potential for healing and growth from the harmful effects of childhood adversity, prevention and intervention program development, and evaluation of existing programming. Much of her work has focused on adolescent dating violence (ADV), intimate partner violence (IPV), and other forms of youth interpersonal violence, including the evaluation of existing violence intervention programs using community-based participatory action research (CBPAR). Her ultimate research goal is to inform the development of healing-centered intervention programming to foster resilient developmental trajectories for youth and young adults.

Steen, Julie, PhD, MSW (Florida State University), Associate Professor. Dr. Steen's areas of expertise include child welfare systems, human rights, and policy development. Her research focuses on organizational characteristics of child welfare systems, perceptions of child welfare policies, and integration of the human rights philosophy into social work practice.

Stewart, Chris, PhD, MSW, MS (Florida State University), Associate Professor. Dr. Stewart's research attempts to provide empirical evidence for improving community-based interventions. In particular, he is interested in the interaction of individual and

environmental risk factors and the mechanisms through which these factors may contribute to behavior. His latest projects have focused upon the juvenile justice system and identifying those elements that might enhance adolescent reentry into their communities.

Sualp, Kenan, PhD, MSW (University of Central Florida) Lecturer, Dr. Sualp has a variety of research and practice experience working with individuals and groups primarily focusing on trauma and stress related disorders. His research interests and expertise center on environmental risk factors for mental health and access to care, Geographic Information Systems, Immigration, Program evaluation, and Assessment. Dr. Sualp has experience teaching in a variety of delivery systems.

Theriot, Matthew, PhD, MSSW (University of California, Berkeley), Professor, Interim Dean of CHPS, Dr. Theriot's research focuses primarily in the areas of school violence and school security and social work education. He has been a member of the editorial board for the *Journal of Baccalaureate Social Work* since 2011. Prior to arriving at UCF, he served as BSSW program director and Ph.D. program director in the College of Social Work at the University of Tennessee, Knoxville. He also worked for five years in vice provost and associate provost positions in the university's Office of the Provost. He has taught BSW practice methods classes, social work pedagogy classes at the doctoral level, and undergraduate seminars on mental illness and popular culture.

VonBirgelen, Josette, MSW (University of South Carolina) Instructor, Online MSW Field Education. Ms. vonBirgelen has worked in the field of social work as a clinician, supervisor, and trainer. She has a variety of practice experience, including intensive in-home family preservation, crisis and suicide intervention, and family stabilization and reunification with probation and foster care systems. Ms. VonBirgelen has served 8 years as a Field supervisor for BSW and MSW level students at the United Way 2-1-1 and National Suicide Prevention Lifeline.

Wang, Xiaochuan, PhD, MSW (University of Georgia) Associate Professor. Dr. Wang joined UCF School of Social Work in fall 2018 as an assistant professor. She received her MSW from Washington University in St. Louis and her Ph.D. from University of Georgia. Her research interests and expertise center on racial/ethnic health and mental health disparities, health and mental health service utilization, productive aging, end-of-life issues and interventions, immigration, and research methods. She currently teaches graduate level courses on human behavior in the social environment.

Whitworth, James, PhD, LCSW, BCD (Florida State University), Associate Professor Dr. Whitworth's primary research focus has been on identifying and implementing interventions for military members, veterans, and their families. He has presented and published research on trauma response/recovery, Post-Traumatic Stress Disorder assessment/treatment, family violence, and building community capacity within military communities. Dr. Whitworth latest projects have concentrated on helping veterans and military members use alternative approaches for bouncing back from deployment-related experiences.

Yalim, Asli Cennet, PhD, MA (University at Buffalo), Assistant Professor. Dr. Yalim's areas of research are refugee mental health, forced migration, resilience, and empowerment in refugee and immigrant populations. Prior to her career in academia, she worked as a child psychologist in Turkey. She draws on her interdisciplinary and international experience to study the psychosocial wellbeing of displaced populations. She uses community-based participatory research and transformative mixed-methods approach to maximize the benefits of direct engagement with members of culturally diverse groups. Dr. Yalim's teaching interests include human behavior in social environment, social work research, culturally competent practice, and international social work.

School of Social Work

FACULTY & STAFF

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