

# ELLEN WHITESIDE McDONNELL SCHOOL OF SOCIAL WORK

Phyllis F. Scott, Ph.D., Dean  
 Sharron M. Singleton, DSW, Associate Dean  
 Jennifer Williams, LCSW, Director, BSW Program  
 Maria Teahan, LCSW, Director, MSW Program  
 A. Martine Pierre-Pierre, LCSW, Ph.D., Director of Field Education  
 Preeti Charania, LCSW, Assistant Director, BSW Field Education

Faculty: Austin, Charania, Clark, Engle, Gray, Ingram-Herring, Lacey, Lewis, McGhee, Naranjo, Nowakowski-Sims, Pierce, Pierre-Pierre, Rodriguez, Rosenwald, Scott, Singleton, Smith, Teahan, Tucker, Whelley, Williams, Zaoui

## HISTORY OF THE SCHOOL

In the wake of community upheaval and turmoil in the early and mid 1960's there was a demand for professionally trained social workers. As there was not a school of social work in South Florida, Barry University established the first graduate social work program in South Florida in 1966 to help fill this need. A Ph.D. in Social Work was introduced in 1983 to prepare advanced practitioner/scholars for leadership roles within the profession and community. In 2000, the School initiated a BSW degree program which was fully accredited by the Council on Social Work Education in 2003 and reaccredited in 2008. In 1984, the School was named the Ellen Whiteside McDonnell School of Social Work to honor a woman who made a significant contribution to the reform and development of social welfare programs in the State of Florida.

## THE MISSION OF THE SCHOOL

The mission of the Barry University School of Social Work is framed by the core values, ethics and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skill of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

## PHILOSOPHY OF THE BSW PROGRAM

The BSW program will prepare students to be direct service generalist social workers. Much like a general practitioner in medicine, a direct service generalist social work practitioner must have a wide range of knowledge, methods, and skills. The worker must be able to work with individuals, families, small groups, and larger systems to promote the best possible relationships between people and their environments. Direct service refers to the activities the worker does to help consumers of service. These include individual, family, and group counseling; case management; education; advocacy; referral; and work on behalf of clients in agency change and community organization. Understanding the connections between the problems of clients and the communities in which they live, the worker is able to move naturally and seamlessly from work with individuals, families, or groups to work in the agency, neighborhood, community, local, or larger level as needed and to use various methods as needed.

The ability to move seamlessly from one level of work to another is the hallmark of a direct service generalist. The worker is able to move the work with their clients from the clients' personal struggles to their community struggles within their capacity of what can realistically be accomplished. The "larger systems work" of the generalist develops from their direct service work. Conversely, a worker engaged in community work will be able to move with constituents from their community struggles to help

with personal struggles where appropriate. The connections between personal and communal problems/resources are of paramount importance to the direct service generalist practitioners and they are facile in shifting the focus of work or of working with two or more foci. In addition, they are facile in using various methods as they work in the various foci.

This notion of seamless practice is the organizing principle of the BSW curriculum. The liberal arts distribution courses are selected to provide students with the cognitive tools and education necessary for the complex task of seeing, understanding, and assessing the connections between private troubles and public issues. This understanding is critical to seamless practice. The courses within the major will prepare the student for seamless practice.

## GOALS OF THE BSW PROGRAM

The BSW program is guided by five academic goals supported by the achievement of ten competencies. The academic goals of the BSW program are:

*Successful graduates will:*

- Demonstrate professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.
- Demonstrate competency in social work assessment intervention and evaluation in agency and community contexts with individuals, families, groups, organizations and communities.
- Engage in continuing professional growth and development, self-reflection, and evaluation of one's own practice.
- Be knowledgeable about varied community, organizational, service system, policy and program settings, the variables that influence stability and change within these environments and how these factors affect client needs and interests.
- Demonstrate theoretical knowledge and practice skill related to reducing the effects of oppression and discrimination and advancing social and economic justice in local and global communities.

These goals are supported by the following ten competencies, drawn from CSWE's Educational Policy and Accreditation Standards (EPAS).

*The BSW program will educate students who:*

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice

3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

## ACCREDITATION

Barry University School of Social Work BSW Program is accredited, by the Council on Social Work Education (CSWE). E-mail addresses: [www.cswe.org](http://www.cswe.org)

## BACHELOR OF SOCIAL WORK (BSW)

### ADMISSION REQUIREMENTS

All undergraduate students entering Barry University must apply through university enrollment services and meet university standards for admission.

#### BSW Major-Specific Admission Criteria:

As a program that prepares students for beginning professional social work practice, the undergraduate program admits only those students who have the academic and personal qualifications for the profession. An interview with an academic advisor may be required.

#### Freshman Admission:

1. Total score of 970 on the SAT or 20 on the ACT
2. High school grade point average of 2.7

#### Transfer Admission:

1. College grade point average of 2.7 with no more than 5 Ws, Ds, or Fs
2. Students transferring as Juniors must complete the Request for Progression to Major Courses form in addition to the University Application

Applicants are notified in writing of the admission decision after all application materials have been received and evaluated. Normally the review and notification process takes 4 to 6 weeks after the complete application materials are received. Completion of the

admission file is the responsibility of the applicant. Exceptions to the admission policy may be granted for special circumstances on a case-by-case basis by the Program Director.

## READMISSION POLICY

When a student applies for readmission to the School of Social Work, the applicant must meet admission requirements in effect at the time of re-application and must have left the School in good standing and in full compliance with the School's Core Performance Standards. Additional requirements can be found in the University Undergraduate Catalog in the University Admissions section entitled "Readmission and change of Status."

## CHANGE OF MAJOR CREDITS

Students who change their major to social work while attending Barry University must have their transcript evaluated by the School of Social Work in order for credits to be accepted as part of the social work program. Acceptance of credits from another major at Barry University does not guarantee acceptance by the School of Social Work.

## PROGRESSION TO MAJOR COURSES

Admission to the University does not guarantee progression to the 300 level courses or to the field-work and practice courses.

The following are the criteria for progression to the 300 level courses, which are taken in the junior year:

1. completion of Social Work 201 (Introduction to Social Work) with a minimum grade of 2.7;
2. attainment of a 2.00 (C) average in courses taken in the social and behavioral science block;
3. completion of at least 30 hours of the course work applicable to social work, including Sociology 201 and Psychology 281, with at least a C;
4. attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry or 2.70 for transfer credit;
5. submission of the Request For Progression form.

## FIELD EDUCATION

Field Education in the BSW program is designed to ensure the integration between the classroom learning experience and direct social work practice. It is intended to help students develop appropriate knowledge, value, skills, and professional identification as a generalist practitioner. Field Education consists of two (2) required courses; SW 495 (Field Education I) and SW 497 (Field Education II). These courses are taken over two (2) consecutive semesters during the senior

year of study. Students obtain supervised educational experience with specified educational objectives in an agency setting.

Students enrolled in Field Education must be enrolled in concurrent practice courses SW 471 ( Social Work Practice II) with ,SW 491 (Field Education I), SW 472 (Social Work Practice III) and SW 476 ( Social Work Practice IV) with SW 492-(Field Education II). **Field Education I and II requires students to complete a minimum of 448 hours. Students must earn a grade of "CR".**

The following are the criteria for progression into Field Education I and Social Work Practice II (SW 471) taken concurrently in the senior year:

1. attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry;
2. attainment of a 2.70 cumulative grade point average in all social work coursework completed at Barry;
3. completion of 40 hours of student service learning experience; and
4. submission of the all required Field Education application forms
5. completion of pre-placement interview
6. Final confirmation of Field agency placement
7. Final approval from Field Education
8. Mandatory attendance of the BSW Field Student Orientation

## Criminal Background Checks and Screenings Guidelines

Students may be required to undergo a criminal background check and/or drug testing and/or medical screening, specified by the respective field agency prior to their placement.

## Legal Requirement

The purpose of these guidelines is to establish a uniform manner in which Field Education students in clinical training will be required to obtain criminal background screening, which is required by chapters 397 and 491, Florida Statutes and by some social service agencies. A history of criminal convictions may negatively impact the School's ability to place a student in an agency to complete the clinical training requirement of the Field Education program, which could result in delayed graduation or in the inability to graduate from the program. A history of criminal felonies may cause a student to be ineligible to become a licensed social worker within the State of Florida. Students may also be required by the social service agency to undergo drug testing and/or medical screening to determine eligibility to participate in clinical training.

## Criminal Background Checks Process and Fees

### Agency Sponsored

Students will be required to undergo a criminal background check at the agency in which the student is being assigned. In most cases, the agency will absorb the cost for the student's criminal background check. Agencies may deny a student's participation in the field experience at the site because of: a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance.

### Student Responsibility

Students assigned to agencies that do not pay for the background screenings will have the screening conducted by the School as part of the Field Education pre-placement process. The student will be solely responsible for payment of the criminal background check, which will be performed by the company, American DataBank that contracted by the School.

To initiate your background clearance, go to [www.barryex.com](http://www.barryex.com). All instructions and forms will be supplied to you by American DataBank. Your clearance will be sent directly to the School after your profile has been completed and the School will notify the agency of the eligibility of the student. Students are required to sign a Student Consent for Release of Records form to facilitate this process. Please note that FBI fingerprinting results can take up to 4-6 weeks to be processed. All costs related to screening requirements will be at the student's expense. If you have any questions about this process, please contact the Field Education Department office.

## PROGRESSION TO ADVANCED STANDING (5 YEAR SEAMLESS DEGREE PROGRAM)

1. Barry undergraduate Social Work majors must earn a grade point average of 3.0 in all social work courses from the School before matriculating to Advanced Standing.
2. Successfully complete all Field Education Requirements.

## GRADUATION REQUIREMENT

- Completion of a minimum of 120 credits with a cumulative grade point average of 2.00
- Satisfactory completion 40 service learning hours
- Satisfactory completion of all Field Internship requirements
- Adherence to all School of Social Work Core Performance Standards

- Application for graduation and paid appropriate fees as applicable

Should graduation be forfeited, the student is responsible for the resubmission of a graduate application with accompanying fees.

## DISTRIBUTION REQUIREMENTS AND COREQUISITES

Students majoring in social work **will exceed** the University's distribution requirement of 45 credit **hours**. The Social and Behavioral Science area includes 18 hours, bringing the total distribution/corequisite credit hours to 54. The courses social work majors should choose from to fulfill the category of distribution and corequisites are listed below. Availability of courses will vary by semester. Required courses are indicated with an asterisk. Strongly recommended courses are indicated by double asterisks. Availability of courses will vary by semester.

### Written Communication (6 hours)

|         |                                      |
|---------|--------------------------------------|
| ENG 111 | Freshman Composition and Literature  |
| ENG 112 | Techniques of Research               |
| ENG 210 | Introduction to Literature           |
| ENG 212 | Processes and Strategies for Writing |
| ENG 312 | Advanced Composition                 |

### Oral Communication (3 hours)

|         |                             |
|---------|-----------------------------|
| COM 104 | Interpersonal Communication |
| SPE 101 | Fundamentals of Speech      |
| SPE 305 | Theories of Communication   |

### Theology (3 hours)

|           |  |
|-----------|--|
| THE 103   | World Religions: Spiritual Experiences of Human kind |
| THE 108   | Introduction to the Old Testament                    |
| THE 191   | Judeo-Christian Doctrine                             |
| THE 201** | Faith, Belief, and Traditions                        |
| THE 214   | Christian Morality                                   |
| THE 303   | Comparative Religion                                 |
| THE 306   | Dynamics of Faith, Beliefs, and Theology             |
| THE 307   | Christology  |
| THE 309   | The Old Testament and Its Interpreters               |
| THE 311   | Sexuality, Sex and Morality                          |
| THE 312   | Freedom and Virtue                                   |
| THE 315   | Christian Spirituality and Prayer                    |
| THE 321   | The New Testament as Christian Scripture             |
| THE 323   | Theology and Science: A Contemporary Dialogue        |
| THE 325   | Feminist Perspectives in Ethics                      |
| THE 327   | Peace and Justice                                    |

- THE 331 Christianity and Culture  
 THE 360 Women in the Church  
 THE 362 Women in the New Testament  
 THE 365 Creation and Apocalypse  
 THE 372 Marriage and the Family

**Philosophy (6 hours)**

- PHI 120\*\* Critical Thinking  
 PHI 122/123 Thought of Spain and the Americas I & II  
 PHI 150 Philosophic Problems  
 PHI 191 Judeo-Christian Doctrine  
 PHI 220 Introduction to Philosophy  
 PHI 260 Philosophy of the Human Person  
 PHI 292\*\* Ethics  
 PHI 300 S/T Ethics in America (only this exact course title is approved)  
 PHI 304 Epistemology  
 PHI 305 Problems in Philosophy  
 PHI 306 Philosophy of God and Religion  
 PHI 308 Philosophy of Law  
 PHI 314 Metaphysics  
 PHI 316 Ancient Philosophy  
 PHI 317 Medieval Philosophy  
 PHI 318 Modern Philosophy  
 PHI 319 Contemporary Philosophy  
 PHI 320 American Philosophers  
 PHI 323 Philosophical Perspectives in Cinema  
 PHI 353\*\* Biomedical Ethics  
 PHI 354 Environmental Ethics  
 PHI 355 Philosophy of Politics  
 PHI 360 Asian Philosophy  
 PHI 370 Contemporary Moral Problems

**Fine Arts (3 hours)**

Any Art, Music, Theatre, Dance, or Photography  
 Course except MUS 376 or MUS 476

**Humanities (6 hours)**

Any 2 Humanities distribution courses may be taken; however, the selection of foreign language is strongly recommended.

**Natural and Physical Sciences (9 hours)**

- MAT 107 General Education Mathematics  
 MAT 109 Precalculus Mathematics  
 MAT 152\*\* Elementary Probability and Statistics \*  
 BIO 103 Biological Crisis  
 BIO 104 Biological Foundations  
 BIO 120\* Biology Overview for non-biology majors \*  
 BIO 215 Health and Wellness

**Social And Behavioral Sciences (18 hours)**

- CRM 200\*\* Introduction to Criminology  
 CRM 305 Women and Crime  
 CRM 317 Elite and Organized Crime  
 CRM 328 Race, Class and Crime  
 ECO 201/202\*\* Introduction to Macroeconomics  
 POS 201\* American Government\*  
 SOC 201\* Introduction to Sociology\*  
 SOC 202 Juvenile Delinquency  
 SOC 204 Social Problems  
 SOC 246 Marriage and Family  
 SOC 300 Schools and Society  
 SOC 307 Race and Ethnicity  
 SOC 332 Drugs and Society  
 SOC 370 Social Psychology  
 SOC 372 Social Stratification  
 SOC 405\*\* Sociology of Race, Class, & Gender\*\*  
 SOC 415 Women in Contemporary Society  
 SOC 417 Sociology of Death and Dying  
 SOC 455 Sociology of the Family  
 PSY 281\* Introduction to Psychology  
 PSY 301 Psychology of Drug and Alcohol Abuse  
 PSY 306 Psychology of Women  
 PSY 325 Theories of Personality  
 PSY 370 Social Psychology  
 PSY 382 Developmental Psychology  
 HIS 150 The Meaning of History  
 HIS 201\*\* U.S. People & Ideas I  
 HIS 202\*\* U.S. People & Ideas II  
 HIS 306\*\* Twentieth Century America  
 HIS 315 History of Florida  
 HIS 390\*\* U.S. History since World War II

Note: Must take at least one history course

**Computer Proficiency (3 hours or a score of 75% on computer placement waiver test)**

- CAT 102 Basic Computer Applications  
 CS 180 Introduction to Computers

**Electives**

24 credit hours are required.

### School of Social Work Required Courses

| Freshman Year                                     | Sophomore Year  | Junior Year   | Senior Year  |
|---|---|---|--|
| SW 203 Introduction to the Social Work Profession | SW 315 The Personal, Cultural, and Social Influences on Helping | SW 327 Ways of Knowing for Social Work Practice                                       | SW 411 Introduction to Clinical Assessment in Social Work Practice |
|   | SW 323 Service Learning and Social Work Practice                | SW 355 Human Development  | SW 417 Models of Intervention in Clinical Social Work Practice     |
|   |   | SW 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma | SW 495 Field Education I   |
|   |   | SW 369 Social Work in the Social Service Environment                                  | PSY 325 Theories of Personality                                    |
|   |   | SW xxx Social Work Elective   | SW 433 Introduction to Trauma and Resilience                       |
|   |   |   | SW 497 Field Education II  |
|   |   |   | PSY 413 Abnormal Psychology  |

#### Minor in Psychology

Social Work students can earn a minor in psychology by completing 21 credits in the psychology department. Students must successfully complete the following four psychology courses plus three other psychology courses:

|         |                            |
|---------|----------------------------|
| PSY 281 | Introduction to Psychology |
| PSY 325 | Theories of Personality    |
| PSY 382 | Developmental Psychology   |
| PSY 413 | Abnormal Psychology        |

#### Minor in Sociology

Social Work students can earn a minor in sociology by completing 18 credits in the sociology department. Students must successfully complete the following four sociology courses plus two other sociology courses:

|         |                                      |
|---------|--------------------------------------|
| SOC 201 | Introduction to Sociology            |
| SOC 370 | Social Psychology                    |
| SOC 405 | Sociology of Race, Class, and Gender |
| SOC 423 | Sociological Theory                  |

## Course Descriptions— Social Work Prefix: SW

### 203 Introduction to the Social Work Profession (3)

This course introduces students to social work as a profession. The history, values, and development of the social work profession are discussed. The course emphasizes students developing 1) self-awareness and identity as a professional social worker, 2) an understanding about the effects of oppression on social and economic justice and 3) roles and functions of a professional social worker as a leader in promoting resilience in client systems.

### 315 The Personal, Cultural, and Social Influences on Helping (3)

This is an experience-oriented course directed toward helping students become aware of their own interpersonal processes and how these may influence their skill and effectiveness as professional helping persons. This course explores formal and informal approaches to helping in various cultures and societies, and examines the implications of cultural values as well as their strengths and limitations. Emphasis will be placed on the importance of critical thinking in helping at the individual, group and community levels. Prerequisite: Introduction to the Social Work Profession

### 323 Service Learning and Social Work Practice (3)

This course introduces social work students to a Service Learning modality framed within social work practice. The course emphasizes the value and significance of academic growth within a social service setting. Students are required to venture out from their familiar traditional classroom and engage in community based experiential learning. For social work students this experiential format involves work with vulnerable populations in social service settings across Miami-Dade and neighboring counties. A strengths-based, ecological framework is the underlying theory by which students examine social service settings and the clients served. Students are required to dedicate 60 hours to an identified social service agency. Pre/Corequisite: Introduction to the Social Work Profession

### 327 Ways of Knowing for Social Work Practice (3)

This course introduces students to the basic processes of critical thinking and application to the assessment of client systems, social policy and research. Skills of critical appraisal and decision making within a bio-psycho-social framework are practiced with special attention to culturally based sources of knowledge.

Prerequisites: Introduction to the Social Work Profession; Personal, Cultural, and Social Influences on Helping; Service Learning and Social Work Practice. Corequisite: Human Development

### 360 Environmental Context of Social Work Practice: Poverty, Oppression, and Trauma (3)

This course provides students with knowledge and skill necessary for engaging client systems within an ecological context. Its focus on understanding client behavior within the larger social environment uses a “bio-psycho-socio-cultural-political” lens to explore how difference and diversity within the social environment can affect social functioning. Poverty, oppression, and trauma are examined as issues of social justice that challenge resiliency in client systems, and require competency in leadership and advocacy on the part of practitioners. Prerequisites: Introduction to the Social Work Profession; Personal, Social and Cultural Influences on Helping; Service Learning and Social Work Practice; Ways of Knowing for Social Work Practice; Human Development. Corequisite: Social Work in the Social Service Environment

### 369 Social Work in the Social Service Environment (3)

This course introduces students to social welfare service structures and delivery mechanisms, including organizational roles and functions, and how these are experienced by helping professionals and vulnerable populations. Students will examine connections between society’s organized public responses to personal problems, especially through social service delivery. Attention to organizational roles in enhancing social justice for vulnerable populations is emphasized. Prerequisites: Introduction to the Social Work Profession; Personal, Social and Cultural Influences on Helping; Service Learning; Ways of Knowing for Social Work Practice; Human Development. Corequisite: Environmental Context of Social Work Practice; Poverty, Oppression, and Trauma

### 411 Introduction to Clinical Assessment in Social Work Practice (3)

This course introduces students to a variety of assessment methods utilized in clinical social work practice. Grounded in the ecological model, students gain competency in bio-psycho-social-spiritual assessment within a person in environment context. Prerequisites: Introduction to the Social Work Profession; Personal, Cultural, and Social Influences on Helping; Service Learning and Social Work Practice; Human Development; Ways of Knowing for Social Work Practice; Social Work in the Social Service Environment;

Environmental Context of Social Work Practice; Poverty, Oppression, and Trauma. Corequisite: Field Education I; SW Models of Intervention in Clinical Social Work Practice

#### **417 Models of Intervention in Clinical Social Work Practice**

This course introduces students to social work practice with individuals, families, and groups in contemporary practice settings with an emphasis on identifying appropriate and effective models of intervention. Students will become familiarized with multiple models of intervention at the micro and mezzo levels of social work practice and learn to make effective practice decisions regarding the selection and implementation of various intervention models. Prerequisites: Introduction to the Social Work Profession; Personal, Cultural, and Social Influences on Helping; Service Learning and Social Work Practice; Human Development; Ways of Knowing for Social Work Practice; Social Work in the Social Service Environment; Environmental Context of Social Work Practice; Poverty, Oppression, and Trauma. Corequisite: Field Education I; Introduction to Clinical Assessment in Social Work Practice

#### **433 Introduction to Trauma and Resilience**

This course provides the student with an overview of psychological trauma, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters), how trauma affects individuals and systems, grief reactions, and traumatic stress. Resilience Theory is introduced. Also included in this class, is the exploration of the professional's response to trauma, vicarious traumatization, disenfranchised grief, crisis intervention, co-morbid disorders and general treatment issues. Finally, students have the chance to review evidence-based practices in the trauma field, including cognitive, neurobiological, clinical, and socio-cultural. A culturally-informed approach to learning is used. Prerequisites: Introduction to the Social Work Profession; Personal, Cultural, and Social Influences on Helping; Human Development; Ways of Knowing for Social Work Practice; Service Learning and Social Work Practice; Social Work in the Social Service Environment; Environmental Context of Social Work Practice; Poverty, Oppression, and Trauma. Field Education I: Models of Intervention in Clinical Social Work Practice; Introduction to Clinical Assessment in Social Work Practice; Corequisite: Field Education II

#### **495 Field Education I**

This senior year course requires student to complete 140 hours of supervised clinical practice in a Field Agency in addition to attendance in a 14-week Skills Lab. The Skills Lab prepares students for their field education experience by providing content relative to the basic skills of social work practice. The Skills Lab also provides ongoing integration of clinical theory and practice skills. Prerequisites: Introduction to the Social Work Profession; Service Learning and Social Work Practice; Personal Cultural, and Social Influences on Helping; Human Development; Ways of Knowing for Social Work Practice; Social Work in the Social Service Environment; Environmental Context of Social Work Practice; Poverty, Oppression, and Trauma. Corequisites: Models of Intervention for Clinical Social Work Practice; Introduction to Clinical Assessment

#### **497 Field Education II**

This senior year course requires students to complete 280 hours of supervised clinical practice continuing in the same Field Agency. In addition, students are required to attend a 14-week Skills Lab. The Skills Lab continues to support students' learning and demonstration of competence in their field education experience by providing ongoing integration of clinical theory and practice skills. Prerequisites: Introduction to the Social Work Profession; Personal, Cultural, and Social Influences on Helping; Service Learning and Social Work Practice; Human Development; Ways of Knowing for Social Work Practice; Social Work in the Social Service Environment; Environmental Context of Social Work Practice; Poverty, Oppression, and Trauma; Models of Intervention for Clinical Social Work Practice; Introduction to Clinical Assessment; Field Education I. Corequisite: SW 4XX Introduction to Trauma and Resiliency

## Electives

### SW 425 Community Organization (3)

This elective course emphasizes definitions and utilization of power as it relates to the history, philosophy, and practice of community organization. Students learn how to charter an organization; to locate and utilize local bases of power; plan and run meetings, using Robert's Rules of Order; and plan and utilize strategies for bringing about change

### SW 455 Ethnic Sensitive Social Work Practice (3)

This elective course helps students develop a culturally sensitive perspective for work with members of diverse cultural groups. It emphasizes the identification and utilization of different theoretical models of practice that can be effective in interventions with culturally diverse individuals, families, groups, and communities

### SW 458 Social Work with Women (3)

This elective course explores the social construction of gender and the ways in which such construction has historically shaped the lived experiences of women. The intersection of race gender, and power are examined with particular attention to how gender ideology has and continues to contribute to the social, economic and political oppression of women. Key practice issues and skills are highlighted.

### SW 475 Social Work Practice with Refugees and Immigrants (3)

This elective course is designed to help students develop social work knowledge and skills specifically related to working with refugees and immigrants. Examined are the multiple factors affecting refugees and immigrants at an individual, family, group, organizational and community level. Students are introduced to relevant social work practice approaches specific to these vulnerable populations within the current social, political and economic context. Pre/corequisite: SW 340.

## Americans with Disabilities Act

In keeping with its mission and goals, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Barry University School of Social Work promotes an environment of respect for and support of persons with disabilities. The two categories of individuals with disabilities are: a) individuals with a physical or mental impairment that substantially limits one or more major life activities; and b) individuals with a record of physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working.

The term "physical impairment" includes, but is not limited to: orthopedic, visual, speech and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic and asymptomatic), tuberculosis, drug addiction, and alcoholism. Mental impairments include mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Individuals applying for admission, progression to junior and senior courses, and graduation from the School of Social Work must be able to meet the physical and emotional requirements of the academic program as well as performance expectations of professional social work practice. Individuals who pose a direct threat to the health or safety of others or to themselves may be denied admission, progression, or graduation. The school's determination that a person poses a direct threat will be based on an individualized assessment that relies on current medical evidence or on the best available objective evidence to assess: a) the nature, duration and severity of the risk; and b) the probability that the potential injury will actually occur.

Social work is a practice discipline with cognitive, sensory, affective and psychomotor requirements, and the faculty have adapted a list of "Core Performance Standards." Each standard has an explanation of skill areas and an example of activities that the student would be required to perform while enrolled in a social work program.

## **CORE PERFORMANCE STANDARDS FOR ADMISSION, MATRICULATION, AND GRADUATION**

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work's mission is based; it summarizes ethical principles that reflect the profession's core values; establishes a set of specific ethical standards that guide social work practice and knowledge generation and knowledge dissemination and provides the principles on which the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate themselves from the time of entry in the Barry University School of Social Work. The Core Performance

Standards are based on the assumption that the standards, including the Code of Ethics, are exercised differentially in accord with a social worker's role, but that in this set of standards, correlated skill areas, and examples of essential behaviors, all social workers, including students in Barry University's social work Bachelor, Master, and Doctoral degree programs, will recognize their professional responsibilities and criteria for professional conduct. In order to remain in good standing in the School of Social Work, all students, as stated in the NASW Code, "...must not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility." (p. 23, NASW Code of Ethics).

| Standards   | Skill Areas  | Description of Essential Behavior   |
|---|--|---|
| <p><b>Professional Ethics:</b></p> <p>Individual judgment and conduct is consistent with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics.</p>                                    | <p>Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary.</p> <p>Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities.</p> <p>Demonstrates academic integrity in the preparation of written assignments, research and scholarly papers.</p> <p>Understands and appropriately applies laws pertaining to client confidentiality; protects the well-being of research participants in accord with IRB human subjects' protection guidelines.</p> <p>Advocates for and advances change on behalf of vulnerable populations.</p> <p>Demonstrates respect for the positive value of diversity.</p>   | <p><b>Student:</b></p> <p>Refrains from socializing with clients; maintains boundaries with research participants and students they may teach.</p> <p>Utilizes clinical supervision and/or refers client when needed interventions are beyond his/her competence.</p> <p>Keeps commitments to clients, research participants, students they may teach and colleagues.</p> <p>Refrains from cheating and plagiarism as defined in the student handbook.</p> <p>Utilizes pseudonyms when discussing clients in class or academic papers; protects research participant identity in written reports of studies.</p> <p>Submits research proposal to IRB for review prior to initiating research activities with human subjects.</p> <p>Participates in individual and/or group activities at the local, state or national level, such as Lobby Day.</p> <p>Willingly accepts and works with diverse client populations within community and organizational settings.</p> <p>Designs research and scholarship that reflect cultural validity.</p> |
| <p><b>Critical Thinking:</b></p> <p>Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; an individual's conclusions and assigned meanings are grounded in relevant data, information and evidence.</p> | <p>Applies a scientific, analytic approach to practice, research and scholarship that integrates the critical appraisal of social research findings and the evaluation of social policies, program and practice outcomes.</p> <p>Organizes information from extant bodies of knowledge and literature, or secures primary or secondary data, or a combination, and exercises logical thinking, analysis, and synthesis, comparison and contrast, to develop cogent understandings of scholarly issues.</p> <p>Demonstrates an ability to integrate theory and practice in all academic work including research and field education. This includes a demonstrated knowledge of the influence of social, political and economic factors in the evaluation of academic scholarship, research, client systems, organizations, and communities.</p> | <p><b>Student:</b></p> <p>Academic presentations reflect a comprehensive, inclusive, and relevant review of appropriate literature.</p> <p>Process recordings reflect student's use of this knowledge in working with clients.</p> <p>Professional Use of Self</p>  |

| Standards   | Skill Areas   | Description of Essential Behavior   |
|---|---|---|
| <p><b>Task Management:</b></p> <p>Effective time/task management strategies guide all professional and academic responsibilities and activities.</p>  | <p>Consistently completes quality work on schedule.</p> <p>Acts responsibly with respect to communication and negotiation of professional and academic commitments.</p>   | <p><b>Student:</b></p> <p>Submits all required work without being prompted, and follows through with field placement or practicum terms and commitments on collaborative projects.</p> <p>Punctually attends field or practicum placements, meetings, and classes.</p> <p>Attends all classes and field practicum in accordance with the School's attendance policy and meet all course requirements</p> <p>Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion and identifies appropriate alternatives when a change in plans is necessary to include instructors and advisors around absences or the late submission of assignments.</p>   |
| <p><b>Self Awareness:</b></p> <p>Demonstrates a commitment to the process of self-reflection and self-critique assuming full responsibility to protect peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors.</p> | <p>Examines professional practice and academic strengths and weaknesses.</p> <p>Solicits, accepts, and incorporates feedback with respect to performance.</p> <p>Identifies and addresses barriers to performance through the design and implementation of specific goals and strategies for professional growth.</p>   | <p><b>Student:</b></p> <p>Engages the challenge of self-reflection and self-critique process in all classroom, field education and practicum discussions and written exercises.</p> <p>Utilizes weekly supervisory sessions and/or other forms of professional and academic advisement and mentorship.</p> <p>If in a field placement, submits required process recording and actively participates in field supervision.</p> <p>Seeks professional help and consultation when necessary.</p> <p>Makes the necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients.</p>  |
| <p><b>Professional Relationships:</b></p> <p>All professional interactions reflect respect, integrity, honesty, cooperation and collaboration as well as a clear understanding of professional role, authority and appropriate boundaries.</p>  | <p>Develops and maintains cooperative and collegial relationships with clients, colleagues, superiors, peers, students, research participants, agency personnel, faculty, school staff, advisors, and field educators.</p> <p>Contributes as a constructive participant in academic and agency affairs.</p> <p>Cooperates, collaborates, and supports social work and interdisciplinary colleagues in the knowledge-building and knowledge dissemination enterprise.</p> <p>Identifies and demonstrates an appreciation of the uniqueness and commonalities, strengths/ resilience and limitations, and conflicting values that characterize self and other individuals and groups.</p> | <p><b>Student:</b></p> <p>Voices concerns to field educator or practicum mentor or faculty supervisors of assistantships in a respectful manner and in accordance with agency protocol.</p> <p>Keeps field advisor or doctoral faculty advisor informed of all issues that may arise in field and works proactively with all parties to alleviate issues.</p> <p>Honors and follows through on verbal and written agreements and commitments made with others.</p> <p>Attends "Meet the Dean" sessions and offers constructive suggestions to improve the quality of the program.</p> <p>Co-authors publications with peers and faculty colleagues.</p> <p>Constructs culturally grounded research and scholarship and intervention plans with various client systems.</p> <p>Prepares strengths-based social work research designs and assessments of clients.</p> |

| Standards   | Skill Areas  | Description of Essential Behavior  |
|---|--|--|
|   | <p>Collaborates effectively with community resources and connects clients with local community resources.</p> <p>Engages, maintains and appropriately terminates relationships with diverse client groups, faculty, university personnel, colleagues, students, organizations, communities, and research participants in a professional, responsible and respectful manner.</p>  | <p>Makes appropriate referrals of clients or research participants, as appropriate, for client services.</p> <p>Exits assigned field placement or doctoral practicum with proper notification to all relevant parties, including clients, field educator or practicum mentor, and field advisor or doctoral faculty advisor.</p>   |
| <p><b>Communication:</b></p> <p>All verbal, non verbal and written exchange of information between self, clients, faculty, university personnel, and colleagues are in accordance with established laws and professional standards.</p> | <p>Receives and responds appropriately to verbal, nonverbal and written forms of communication with a wide range of client systems and persons demonstrating an understanding of professional role and sensitivity to differences due to class, age, culture, ethnicity, religion, gender, sexual orientation and physical or mental abilities without evaluation or judgment; effectively use language to communicate with others.</p> <p>Demonstrates mastery of the English language.</p> <p>Demonstrates timely and appropriate receipt of, response to, and documentation of communication with faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</p> | <p><b>Student:</b></p> <p>Speaks with dignity, respect, and sensitivity to clients, colleagues, faculty, school staff, field staff, research participants, students, and others at all times.</p> <p>Prepares written and oral academic products and presentations with responsible content.</p> <p>Prepares written documents that are clear, concise, accurate and complete and reflect correct grammar, syntax, thought development and APA referencing format.</p> <p>Follows agency guidelines for record keeping SSW guidelines for record keeping if deployed by the SSW.</p> <p>Uses process recordings to communicate learning progress to field educator and field advisor.</p> <p>Returns all calls or emails in a timely manner to faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</p> |

### Attendance Policy

Due to the applied nature of social work as a professional discipline, participation and full engagement by students in all class activities is essential. Prompt regular attendance extends each student’s learning experience and the experience of his/her classmates. Within the profession of social work, the well being and, at times, the very lives of clients depend upon the knowledge and preparation of the social worker, as well as his/her timely presence to appointments and timely response to the needs of clients. It is essential therefore, to be fully prepared as a social worker by acquiring the knowledge, skills, and professional character and conduct necessary to promote client well-being. Not attending classes seriously compromises a student’s ability to be fully prepared to meet his/her obligations and responsibilities as a professional social worker.

Regular attendance is required of all students. A total of 6 class hours of absence can result in an automatic withdrawal with W, WP, or WF if within the

designated withdrawal period, or with an automatic “F” if not. It is the responsibility of the student to complete the withdrawal during the designated withdrawal period. Otherwise, an “F” will be issued at the end of the term.

The majority of coursework for the major and minor must be completed in residence.

### Developmental Courses

To fulfill its responsibility to educate students, Barry University offers a series of developmental courses for the benefit of those students who need to strengthen some of their skills. Students receiving a grade of NC in any developmental English or math course will be enrolled in the SAME course as a REPEAT in the subsequent term. All developmental courses must be completed successfully by the end of 45 credit hours or, in the case of transfer students, within the first academic year in residence. Developmental courses do not fulfill Distribution, General Education, or degree requirements.