

BACHELOR IN SOCIAL WORK

DEGREE PROGRAM

Barry University
2019-2020

Ellen Whiteside McDonnell | School of Social Work

STUDENT HANDBOOK

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Barry University

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PLEASE VISIT OUR WEBSITE AT:

www.barry.edu/bsw

KNOWLEDGE | TRUTH | SERVICE | SOCIAL JUSTICE

BSW STUDENT HANDBOOK

2019-2020

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WELCOME FROM THE DEAN

Dear BSW Student:

Welcome to the Barry University School of Social Work this academic year. We take great pride in our School and are delighted that you have chosen the professional field of social work. We want to be a part of shaping your future by providing you with the best of opportunities to gain the level of competency necessary to promote and effect change in the lives of individuals, families, groups, communities, and organizations.



As a part of your educational journey with us, we invite you to become familiar with School policies and procedures. Our policies are based on a set of principles that guide our decisions, our interaction with you, and the shaping of our educational environment. In fact, this HANDBOOK serves as a statement of our expectations of you as students, and of us, as faculty, administrators, and staff. It details for students all aspects of the School's curriculum and program. Guidelines within this handbook are subject to change. All students will be notified of all procedural updates. Further detailed expectations are included in the Barry University School of Social Work Core Performance Standards, the NASW Code of Ethics, and the University's Undergraduate Catalog.

After reviewing this Handbook, if you have any questions, please do not hesitate to visit the Office of Student Services, located in Powers Hall Room 128.

I know that the faculty, administrators, and staff join me in wishing you every success during your studies with us.

Respectfully,

Phyllis F. Scott, PhD.

Dean

GUIDING PRINCIPLES



The policies and procedures and administrative determinations contained in the Barry University School of Social Work Student Handbook are rooted in the belief that we have a responsibility to undergraduate students that demonstrate and emulate professional conduct, professional ethics, and practice competency.

These guiding principles are the infrastructure that frame expectations mandated of our students throughout their tenure at the School of Social Work. From the application process to graduation, these guiding principles are the barometer by which implicit and explicit curriculum is demonstrated.

The elements of the guiding principles are framed within the Core Performance Standards and they are:

Professional Ethics

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

Critical thinking

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.

Task management

Effective task/time management strategies guide all professional and academic responsibilities and activities.

Self-awareness

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.

Professional relationships

All professional interactions reflect respect, integrity, honesty, cooperation and collaboration as well as a clear understanding of professional role, authority and appropriate boundaries.

Communication

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.



ADMINISTRATIVE ORGANIZATION

- *Dean*

Phyllis F. Scott, PhD.



305-899-3916

- *Associate Dean*

Maria Teahan, Ph.D, ACSW, LCSW



305-899-3196

- *Director, MSW Program & Student Services*

Philip Giarraffa, LMSW, MPH



305-899-3925

- *Director, Ph.D. Program*

Sharron Singleton, DSW



305-899-3920

- *Director, BSW Program*

Ashley Wright, MSW



305-899-3941

- *Director, Graduate Admissions*
Jennifer Urbay, MSW, MA



305-899-4765

- *Director of Field Education*
Sarah-Ingram-Herring, Ph.D., LCSW



305-899-3930

- *Associate Director of Field Education*
Meredith Ball, LCSW



305-899-3935

- *Associate Director of Field Education*
Palm Beach Gardens/Treasure Coast
Anthony Diamond, LCSW



561-622-2732

- *Manager of Operations*
Annette Cardoza-McNeal, MBA



305-899-3937

- *Administrative Assistant-Field Education*
Miami Shores
Sheryl Sullivan



305-899-3906

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- *Assistant to the Dean*
Constance Johnson



305-899-3903

- *Administrative Assistant III*
Danielle Koller



305-899-3900

- *Student Services Coordinator*
Kristy Vega



305-899-3907

- *Marketing Coordinator*
Laura Bello-Conte



305-899-3672

- *Administrative Assistant*
Palm Beach/Treasure Coast
Lili Lolo



561-622-2732

- *Executive Director, Office of the Public Guardian*
Eloisa Ramos, LCSW, NCG



954-862-3655

- *Coordinator, Center for Human Rights & Social Justice*
Carolina Rios, MA



305-899-3047

FACULTY/STAFF ROSTER

2019-2020

Faculty and staff biographies, contact information and photographs are available on the School's website at: <https://www.barry.edu/social-work/faculty>

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BARRY UNIVERSITY MISSION

MISSION STATEMENT

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education.



In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog. Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

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BARRY UNIVERSITY CORE COMMITMENTS

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

KNOWLEDGE AND TRUTH

Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

INCLUSIVE COMMUNITY

Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others. Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

SOCIAL JUSTICE

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

COLLABORATIVE SERVICE

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

BRIEF HISTORY OF BARRY UNIVERSITY SCHOOL OF SOCIAL WORK

The socio-cultural revolution of the 1960s created a shift in beliefs and values which impacted local and global infrastructures on a multi-dimensional level. Barry University's founders, the Adrian Dominican Sisters, challenged these exploitative and dehumanizing practices by confronting systems that denied basic human rights. The injustices suffered by many vulnerable and marginalized populations could no longer be denied; the need for individuals who would strive to promote social justice and bio-psycho-social-spiritual-political change was necessary.

Thus, twenty years after the founding of Barry University, the local community upheaval and social unrest in the mid-1960s prompted Barry University to consider ways it might advance social justice and individual well-being through professionally trained social workers. In 1966, Barry University established the first graduate social work program in south Florida. Today, this social work program is recognized as an important participant in the University's scholarly community.

THE MISSION OF THE SCHOOL OF SOCIAL WORK

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 of Social Work is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities and dedication to continuous professional growth and development.

THE MISSION OF THE BACHELOR OF SOCIAL WORK (BSW) PROGRAM

The BSW program is committed to educating ethical and competent professional social workers within a trauma-informed, resiliency framework. With an emphasis on service learning, social justice, and working with vulnerable individuals families, groups, organizations, and communities, the BSW program prepares students as research-informed culturally competent generalist practitioners and for advanced study in social work.

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LEARN • REFLECT • SERVE

MISSION IN ACTION – LEARN, REFLECT, AND SERVE

Barry University puts its mission into action through a dedicated and intentional commitment to develop learning opportunities, programs, events and service activities that represent opportunities to “Learn, Reflect, and Serve” throughout the year.

Learn

Barry’s mission is integrated into the academic experience for our students and the University community by supporting life-long learning and intellectual development through a personal and purposeful educational experience. Here are a few examples of the many opportunities to learn more about Barry’s commitment to Knowledge and Truth.



- College of Arts and Sciences Undergraduate Common Reader and Conference
- Founder's Week Distinguished Lecture
- Festival of Nations
- Baccalaureate Mass and Rose and Candle Ceremony
- Academic Learning Communities

Reflect

Barry's is a powerful testament to the Catholic intellectual tradition which asks us to study and reflect on what has been learned and take action based on this reflection. This is called informed action and our hope is that all members of our university community will make a commitment to social justice and collaborative service through knowledge and reflection. Examples of these opportunities include:



- Daily Mass in Cor Jesu Chapel
- Mass of the Holy Spirit
- Faith Formation Classes
- Founders' Week Mass
- Weekly Meditation Classes
- Song and Prayer in the Spirit of Taizé

Serve

At Barry, service to the community is much more than a one-time volunteer experience; it is a call to commit to informed actions that help to address the social injustices of our world. Our desire to reach out to those in need is a direct extension of our Adrian Dominican Heritage and the Mission of the University. Our Campus Ministry and DePorres Center for Community Service coordinate most of the university's efforts to "act locally, think globally" through annual activities designed to make a difference in our world. Students are provided with opportunities to immerse themselves in social justice and self-reflection activities that promote personal and social responsibility through experiential learning.

Examples of Annual Service Opportunities:

- World Aids Day
- International Day of Peace
- Volunteer Center
- MLK Day of Service
- Homeless Awareness Week



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GENERAL 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:

Admission to the University does not guarantee admission in to the BSW program. 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 the BSW Program Director is required. All students, both incoming freshmen and transfer students, are interviewed by the BSW Program Director prior to enrollment into the BSW program. Students are asked to discuss the following:

- Their general life experiences and how they have contributed to an interest in the social work profession;
- Their career goals;
- A social problem of interest to the student and what he/she thinks should be done to remedy the social problem.
- Their strengths and weaknesses.

If a student is deemed to not be appropriate for the program, he/she is not granted permission by the BSW Program Director to enroll in social work courses and is counseled to change their major to General Studies or other degree seeking program.

Freshman Admission:

1. Total score of 930 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

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.

Admission to the University does not guarantee progression to fieldwork or Senior level courses.

Life Experience: Please note that the undergraduate catalog of Barry University states that, “credit for prior college-level learning attained outside a formal institution setting but assessed by a regionally accredited institution during the applicant’s matriculation there (such as Life Experience, Prior Learning Assessment, Experiential Learning Assessment, Portfolio Assessment and Departmental Examination) are not normally acceptable in transfer.” It is the policy of the School of Social Work that exceptions will not be made to this policy for both undergraduate and graduate programs.

Transfer Credits:

Transfer students are defined as having at least twelve hours of acceptable college credit at one or more regionally accredited institutions. Evaluation of all undergraduate course work taken prior to admission to the University is performed by transcript evaluators in the Division of Enrollment Services. A maximum of 64 credits will be accepted by the University in transfer from regionally accredited community/junior colleges. Only six of these credits may transfer with upper-level status. Social Work transfer credit equivalencies at Barry University are determined by the School of Social Work. Please refer to the University Catalog for the transfer credit policies.

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REGISTRATION AND ORIENTATION

Registration

The University and School attempt to register students early enough that they can plan for the investment of time and money that is required to pursue undergraduate social work education. Registration for new students is made available to students prior to the start of the enrolled semester through the University's Orientation Program. Late registration for all new students is conducted immediately following new student orientation. Registration for continuing students is conducted prior to the enrolling semester. Students must check their e-mail and the University's website for all registration dates. These requirements are spelled out in the BSW Curriculum section of this handbook. All continuing students must meet with their academic advisor prior to registration, review their academic course plan, and receive pre-registration online approval.

It is ultimately the student's responsibility to register for all courses necessary to fulfill BSW degree requirements in accordance with advisement.

Registration Procedure

Online registration for new students is made available to students prior to the start of the enrolled semester through the University's Orientation program. Online registration is scheduled in advance of the enrolling semester.

To register, students currently enrolled in the BSW Program must:

1. Schedule an appointment with assigned academic advisor prior to registration to review and modify if necessary the student course plan. Students are not able to register online without the online pre-registration approval of the academic advisor.
2. Although the school offers online registration, students are required to complete the Registration Agreement Form before obtaining pre-registration approval from the academic advisor. The student must complete and sign the Registration Agreement form, obtain the signature of the academic advisor, and

register online according to the Registration Agreement. The student retains the student copy of the form and gives the Registrar's copy of the agreement to the academic advisor. Only after the Registration Form is reviewed and approved by the Academic Advisor and/or BSW Program Director, a student is given "pre-registration authorization" through WebAdvisor to register online. The student may then register online for courses and sections specified on the "Registration Agreement" form. The academic advisor may also "express register" a student immediately if there are no holds on the student's account.

3. Students are required to register for field education while enrolled in a practice course and thus must register each semester for the corresponding field education course. Credit for the course is granted after the successful completion of each field education course and demonstrated achievement of the educational objectives.

Note: Students will not be able to register if the following issues exist:

- If the student owes more than \$500.00 in fees
- If there are any restrictions or "holds" on your account

Every attempt is made by the School to enroll students in preferred course sections. We encourage students to register as far enough in advance as possible to facilitate the timely scheduling of work, family, or other commitments. It is therefore extremely important that students note the registration periods in the academic calendar, and that students register during those time frames. When this is not possible, please consult with your Academic Advisor.



New Student Orientation

The New Student Orientation Program at Barry University School of Social Work provides an official starting point for students in the BSW Program. It is designed to prepare students for successful undergraduate study in the School of Social Work by accomplishing the following objectives:

- Acquainting the student with the School's undergraduate social work curriculum
- Familiarizing the student with the School's and the University's resources
- Orienting the student to the norms and values of professional social work
- Introducing students to faculty, staff, administrators, and academic advisors
- Exploring and engaging the NASW Code of Ethics Standards

Attendance of all new students is required at the New Student Orientation.

Please note that this Orientation is in addition to the University's required Orientation.

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TUITION, FEES AND FINANCIAL AID

Tuition Payment

Barry University establishes an annual tuition and fee schedule which determines the cost of BSW program studies. Students are billed for tuition each semester, and are expected to pay tuition immediately upon receipt of the bill, or to contact the University Student Accounts Office directly to make payment arrangements.

Unless payment is made or payment arrangements are established and adhered to in a timely manner, the University will revoke the student's registration for the current semester, and the student will be unable to continue coursework until the matter is resolved. Please refer to the Barry University Undergraduate Catalog (2019-2020) for further information on student accounts, payment plans, and the University's refund policy.

Financial Aid

The purpose of the Office of Financial Aid at Barry University is to provide service to students who need financial assistance in order to enroll, or continue at the University. The commitment of Barry University to providing financial assistance to its students is generous, personal and on-going. The Office of Financial Aid fulfills this commitment by following established procedures and practices which ensure the equitable and consistent handling of all financial aid applicants.

Please refer to the Barry University Undergraduate Catalog (2019-2020) for a full listing of financial assistance programs, federal grants and stipends, University financial assistance programs, and other outside financial resources, as well as eligibility requirements.

School of Social Work Leadership Fellowship Grant

This School of Social Work Fellowship Award is designed to assist talented doctoral, graduate and undergraduate Barry University School of Social Work students by underwriting educational enrichment opportunities that would provide students with curriculum-related experiences within the university, local, and global communities. The intent of the fellowship is to encourage students to excel in the areas of scholarship, advocacy, and continuous professional development. Highlighted is the development and application of critical leadership skills in a manner that effectively influence local, national, and international communities and furthers the mission of the University. Fellowship awards for educational

enrichment opportunities would include (but not limited to): local and national conferences, international internship stipends, service learning projects, educational tours abroad, university-based honor society membership, and memberships to professional associations. To apply, please visit our website or speak to the BSW Program Director.



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ACADEMIC INFORMATION

WITHDRAWAL, LEAVE OF ABSENCE & REFUND POLICY

Withdrawal Policy

Students who withdraw from all courses are considered withdrawn from the University and the BSW Program. Permanent withdrawal is a serious step since re-entry to the Program will require an application for re-admission. Students are encouraged to assess the outcome of fully withdrawing from the University/School and discuss this decision with the academic advisor or the Program Director, if the academic advisor is not available.

The fillable withdrawal form can be found on the Registrar Site, under Forms as well as the Advisor site. Please note an Admissions Counselor's signature is required for first semester undergraduate students withdrawing from the University prior to the last day of add/drop which is usually the 3rd day of the term. All of the other signatures listed on the form are required as well. The Dean or Academic Advisor will scan the approved Student Withdrawal Form to the Office of Financial Aid and to Ms. Cristen Scolastico, Director, Admissions Administration for 1st semester UG students. For all other students, the completed form will be sent to the Office of Financial Aid.

No withdrawals (total or course) will be accepted after the deadline. This policy is strictly enforced by the School and the University.

University Withdrawal Policy Statement:

Students withdrawing from the University must do so officially by submitting a written notice of withdrawal to the office of the dean of their respective schools before the deadline for withdrawing (dates for each semester/term are available online at <http://www.barry.edu/classschedule>). **The effective date of withdrawal will be the date on which the notice is received by the Dean.** The University withdrawal

form must be signed by the academic advisor and the dean, and then sent to the Office of Financial Aid and lastly to the Office of the Registrar for final processing.

Changes Made During the Period of Schedule Adjustment

Students dropping courses during the *Period of Schedule Adjustment* will receive total refund/credit for the course and special course fees, if applicable, as long as the student remains enrolled in the University. **The Period of Schedule Adjustment ends on the third day of the semester.** Refundable credit must be claimed within one calendar year.

Total Withdrawal Policy

Students who register but do not attend classes, or who withdraw for any reason after attending classes, will not receive credit/monetary reimbursement unless they withdraw officially by submitting a written notice of withdrawal to their respective school. The effective date of withdrawal will be the date on which the notice is received by the respective dean and the percentage of reimbursement will be determined by this date.

Tuition, Room and Board Fees will be credited towards reimbursement on this basis: If the student leaves,

- within the first two weeks of the fall or spring semester, 80% of the full semester charge is credited
- within the first three weeks, 60% is credited
- within the first four weeks, 40% is credited
- within the first five weeks, 20% is credited

After the fifth week there is no credit. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the semester. Withdrawal from the university prior to the start of classes incurs a \$225.00 fee.

Course Withdrawal

Students who drop individual courses after the *Period of Schedule Adjustment* and who are still enrolled in the University are not entitled to any refund or credit.

- The effective date of withdrawal will be the date stated on the Course Withdrawal form.
- Students withdrawing from courses must do so officially by obtaining the Course Withdrawal Form from the Office of Student Services (Powers Hall, Room 126) or the Office of the Registrar.
- The course withdrawal form must be signed by the student and academic advisor, and then reviewed and processed internally by the Office of Student Services located in Powers Hall, Room 126.
- The student delivers the signed form to the Office of Financial Aid. It is recommended that prior to withdrawal the student discusses the financial implications of this withdrawal. Students should contact the School's Director of Operations to review these obligations. The student may also discuss financial implications of this transaction with the Office of Financial Aid. The final submission is to the Office of the Registrar for final processing.

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Students are responsible for completing all steps to ensure official course withdrawal. Failure to follow the outlined procedure will result in failure in the course(s). See "*Refund Policy*" section of this handbook for details on fee refunds.

Withdrawal from Field Education

Refer to the Field Education Manual for further information.

Grading Consequences of Course or Program Withdrawal

When a student withdraws before the last five weeks of a semester a "W" is granted to the designated courses on the student's transcript. If the student withdraws within the last five weeks of the semester an

“F” is earned, which is computed in the grade point average. *Please refer to the University or School Academic Calendars for course withdrawal deadlines.*

Academic Leave of Absence

- A request for a leave of absence may be made when there are temporary changes in life circumstances that prevent the student from successfully performing in the Program.
- A leave of absence is limited to two semesters and may be extended upon request.
- Students must submit a Withdrawal Form (noting a leave of absence request) to the academic advisor for signature and further advisement. The form must also be approved by the BSW Program Director. Please consult with the Office of Student Services, Powers Hall, Room 126 for further instructions.
- The leave request should indicate reason for leave and date of anticipated return.
- Should the leave extend beyond the original approved leave period, the student will be considered withdrawn and will have to re-apply for re-entry to the Program.

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Readmission Following a Leave of Absence

- Only students in good standing who were granted a Leave of Absence from the BSW Program may be considered for re-admission.
- Students whose enrollment has been inactive for two or more consecutive semesters must submit a new application to the University's Division of Enrollment Management.
- Students who are returning to the program are bound by the regulations in place at the time of readmission

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- On an individual basis, applicants may be requested to submit additional information to update the School on their activities, progress, and professional or academic development during their hiatus from graduate study prior to rendering a decision.
- Readmission is contingent upon the approval of the Dean of the school.

Dropping/ Adding a Course

The Registrar's period of course adjustment is scheduled during the first week of classes and is announced in the University Academic Calendar. If a course is dropped during this period, total refund or credit to the student account will be given as long as the student remains enrolled in at least one other course. If the student is not enrolled in another course, he/she is considered withdrawn from the University, and the refund policy schedule will be applied.

Summer School Refunds

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Please refer to the Barry University Undergraduate Catalog (2019-2020) for requirements, restrictions and procedures.

General Refund Policy

No student will receive a refund unless they withdraw officially by completing and submitting the Student Withdrawal and Leave Form.

The following policy applies to any withdrawals after the start of classes.

- | | |
|----------------------------|-----|
| • Within the first 2 weeks | 80% |
| • Within the first 3 weeks | 60% |
| • Within the first 4 weeks | 40% |
| • Within the first 5 weeks | 20% |

If a student withdraws from all of his/her courses, he/she will receive the above percentage of their net tuition. Net tuition is the gross tuition less Letters of Credit, Employment Discounts and Barry Scholarships. If a student withdraws from some but not all of his/her courses after the drop/add period, he/she will receive no refund.

Students can drop a course in the first week of classes and receive a partial refund. Courses may only be added if space in the course section is available. If a student withdraws from some, but not all courses, the courses from which they withdraw, will be considered paid if the student received:

- A letter of credit
- A Barry scholarship
- An employment discount

For example, a student withdraws from one course and received a letter of credit, the student will not be eligible to receive a refund. A student withdraws from one course and received a Barry Scholarship will not be eligible to receive a refund.

If the student withdraws from a course(s) after the period of registration and the student remains enrolled in another course(s), the student will not be eligible for any financial refund.

If you are uncertain how these schedules or policies apply to your particular situation or impact upon the status of any student loans, please consult with the Barry University School of Social Work, Office for Student Services, Powers Hall Room 128.



MATRICULATION REQUIREMENTS

A student's scholastic standing is determined by successful completion of BSW Program

- Course requirements, including all field education courses.
- Satisfactory completion of at least 54 credits of distributed course work.
- Satisfactory adherence to the School's Core Performance Standards.
- Adherence to the matriculation requirements for progression to Major courses.
- Adherence to the University's attendance policy.

GRADUATION REQUIREMENTS



- Satisfactory completion of a minimum of 120 credits with a cumulative average of 2.00.
 - Of the total, a minimum of 48 credits must be in courses numbered above 299.
 - The last 30 credits and the majority of the major coursework must be completed at Barry University.

- Satisfactory completion of all Field Internship requirements.
- Satisfactory completion of required number of service learning hours.
- Adherence to all School of Social Work Core Performance Standards.
- Application for graduation and paid appropriate fees as applicable.
- Satisfaction of all financial obligations of \$1,000.00 or greater.
- Satisfactory completion of at least 57 credits of distributed coursework.

Total Distribution Requirements 57 credits

Students majoring in social work will exceed the University's distribution requirement of 45 credit hours. The Social and Behavioral Science area includes 18 credit hours, bringing the total distribution/co-requisite credit hours to 54. The distributed coursework must be selected from an approved list of courses from the areas below. Availability of courses will vary by semester. Students can obtain copies of the approved lists of courses from their academic advisors or on BSW Online Records.

- Written Communication (6 hours)
- Oral Communication (3 hours)
- Theology (3 hours)
- Philosophy (6 hours)
- Fine Arts (3 hours)
- Humanities (6 hours)
- Natural and Physical Sciences (9 hours)
- Social and Behavioral Sciences (18 hours)
- Computer Proficiency (3 hours or a score of at least 75% on computer placement waiver test)
- All ACE courses are excluded.

***In order to be accepted in to the MSW Advanced Standing program, students must earn a “B” or better in all practice courses.**

NOTE:

If the student does not complete field and course work by the date listed on the Graduation Application, submission of a new Graduation Application reflecting the correct date of graduation is required by the University.

There are several specified graduation posting dates throughout the academic year, including summer. These are listed on the University Academic Calendar; however, official University commencement exercises are held only twice per year, in May and December.

GRADUATING WITH HONORS

The School of Social Work adheres to the University’s policy on graduating with honors. Barry University’s policy states, “In order to qualify for graduation with distinction, a student must have taken a minimum of 56 credit hours at Barry carrying letter grades of A, B, C, or D, and must have maintained a cumulative grade point average of 3.50 or above.” In order to receive distinction at the graduation ceremony, a student must have met the criteria by the semester before graduation. Please note that any courses graded as pass/fail, as well as field education courses, cannot be applied to the 56 credit hours.



GRADING AND ATTENDANCE

Grading

The criteria for determination of grades are the sole responsibility of each instructor and grades cannot be appealed in the School of Social Work. There is a standing University committee whose purpose is to address requests for revision of academic grade(s). Please consult the University Undergraduate Catalog and/or University Student Handbook for further information. Students may view final grades online via their WebAdvisor account at the end of each term. Any error in grading, the omission of a course, etc. should be reported to the Office of the Registrar within two weeks following the end of the term. The following symbols are used for reporting grades for assignments and final course achievement.

A	4.00	95-100
A-	3.70	90-94
B+	3.40	87-89
B	3.00	83-86
B-	2.70	80-82
C+	2.40	75-79
C	2.00	70-74
D	1.00	60-69
F	0.00	0-59

CR **Credit**- Awarded for achievement at or above the D level (C level in ENG 095, 111, and 112; MAT 090, 100A, 100B, 100C, 105); no honor points; not computed in GPA; equivalent to passing grade A-D

AU **Audit**- No points per credit.

NR **Not Reported**- No Grade Reported is given when the professor fails to turn in his/her grades on the date due. Upon submission, the NR is changed accordingly.

IP Course In Progress- Course in Progress

NC No Credit- No credit awarded; achievement below D level (C level in ENG 095, 111, and 112; MAT 090, 091, 093, 095); not computed in GPA; equivalent to F grade.

I Incomplete- An incomplete grade must be made up within the semester following its receipt. Only in an emergency situation may a student request an incomplete “I” grade. It is the student’s responsibility to arrange with the instructor for satisfactory completion of course requirements. Incomplete grades assigned in the semester of graduation will result in postponement of graduation. Upon completion of the course, the student must re-apply for the next graduation. An incomplete grade must be redeemed within the semester following its receipt, unless otherwise stated, or the student will be automatically awarded a final grade of “F”. “I” grades, even when redeemed, are part of the official transcript.

Incomplete grade

redeemed with grade of A IA 4.00

redeemed with grade of A- IA- 3.70

redeemed with grade of B+ IB+ 3.40

redeemed with grade of B IB 3.00

redeemed with grade of B- IB- 2.70

redeemed with grade of C+ IC+ 2.40

redeemed with grade of C IC 2.00

redeemed with grade of D ID 1.00

redeemed with grade of F IF 0.00

redeemed with grade of CR ICR Credit but no points awarded

redeemed with grade of NC INC No credit

Incomplete (“I”) Grades

- A grade of “I” is granted in cases when a student is unable to complete course requirements in the time allotted **due to circumstances beyond their control, and when 75% of the course work has already been completed.**
- Courses that are pre-requisites or are co-requisites must be completed prior to a student being able to move forward in their matriculation, and due dates may need to be set as early as the following semester. Students may not register for a subsequent course in a curriculum sequence until the incomplete in the previous course has been rectified.
- Students with an “I” in a foundation course cannot take concentration courses until all foundation courses are fully completed.
- In any case, grades of incomplete cannot extend beyond one calendar year. The student and instructor must agree to a definite plan and time frame for completing course requirements.
- When the student fails to complete an incomplete grade within the specified time frame a grade of “F” (failure) is assigned.
- An (“I”) grade may be used **only** under the specific limitations outlined above. An (“I”) grade cannot be given in lieu of grade of “C” or an “F”.

W Withdrew- Grade earned for students who officially withdraw during the 1st 1/3 of the course. Grade does not calculate into GPA; attempt does count for repeat purposes.

W Grade earned for student during the 2nd 1/3 of course. Grade does not calculate into GPA; attempt does count for repeat purposes.

ATTENDANCE

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 if within the designated withdrawal period, or with an automatic "F" if no within the designated withdrawal period..*

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.

Hurricane or Other Natural Disasters: In the event of a hurricane or other natural disaster the School of Social Work will adhere to the opening and closing schedule determined by the University. If such an event occurs, students are asked to refer to local radio and television community safety alerts and instructions as their primary source of information. If communications systems remain operable, School schedule instructions will be recorded for students on the voicemail of the School of Social Work main number 305-899-3900. When unanticipated events occur and the University is officially closed, opportunities for students to fulfill all outstanding course requirements will be provided.

FIELD EDUCATION GRADING AND ATTENDANCE

Detailed information about grading policies and procedures for Field Education may be found in the School's Field Education Manual.

GOOD STANDING—PROBATION—SUSPENSION

A student is in Good Academic Standing if the cumulative grade point average (GPA) is 2.00 or above. A student is on Academic Probation if the cumulative grade point average (GPA) falls below 2.00. The dean of the appropriate school may require a student on probation to register for a limited load. A student will be suspended who: a) receives less than a cumulative 1.00 GPA after the second or subsequent semesters at Barry University; b) receives a cumulative GPA below 2.00 for three consecutive semesters beginning with the second semester of attendance. A student who has been suspended for academic reasons generally may not petition the Division of Enrollment Management for readmission until one year has elapsed. The Admissions Office must have the approval of the dean of the appropriate school to readmit a student following suspension. Reference should be made to Readmission and Change of Status procedures. A student suspended for any reason will be subject to those criteria and guidelines specified in the University Catalog in effect at the time of readmission.

GORDON RULE

Students who plan to transfer to a college or university in the Florida State system should fulfill the Gordon Rule relative to writing and math requirements: 1) four courses (12 credits), each including a minimum of 6,000 written words; 2) two math courses (6 credits) at or above the level of college algebra.

GRADUATE CREDIT FOR QUALIFIED UNDERGRADUATE SENIORS

Undergraduate students at the senior level with a high academic average in their field may be authorized to enroll in six graduate credits while completing undergraduate requirements. Such course work will require the written approval of the dean. This approval does not presume automatic admission into a graduate program. These credits may be applied towards fulfillment of undergraduate degree requirements if they satisfy a specific requirement. However, these credits cannot be used towards both undergraduate and graduate degree requirements.

ACADEMIC ADVISEMENT

Academic advising is key to the School of Social Work's commitment to create a student-centered learning environment while advancing knowledgeable and skilled practitioners into the field of social work. Quality advising requires planning, collaboration, evaluation and decision-making in partnership with the advisee and fellow faculty, administration and staff. The academic advisor is the first point of contact when performance issues arise in the classroom and/or field decision making process.

The academic advisor's most important functions are:

1. Ensuring that each matriculating student receives consistent academic guidance and support securing that necessary coursework and sequencing occur as the student moves through the program.
2. Serving as a “gatekeeper” to the profession by working to have all students graduating with a Barry University Social Work degree complete their studies with the skills, competence, and ethical commitment to serve as truly professional social workers in their communities.
3. Monitoring and evaluating the student's progress and performance in collaboration with the student, the field advisor, and classroom instructors
4. When necessary, helping the student to develop intervention plans to improve performance issues.

Academic Advisor Assignment

- Students are assigned Academic Advisors by the BSW Program Director.
- New students meet their academic advisors on Orientation Day.
- Where possible, the assigned academic advisor will remain assigned to the student throughout the course of the program.

When to Contact Assigned Academic Advisor

- **Grades:** If grade performance is at or below a grade of “C” at mid-term for any given semester and at the end of each semester. This notification automatically prompts a consultation between the academic advisor and the advisee and may include the course Instructor.
- **Practice/Field Concurrence:** While enrolled in a field education course, there is an academic grade performance issue in a practice course.
- **Course Withdrawals:** The advisee should seek the guidance of his/her assigned academic advisor when making decisions about course withdrawals and/or repeating a course.
- **Course Repeats:** The advisee must obtain the signature of the academic advisor on all course withdrawal forms and requests to repeat a course.
- **Registration:** The advisee must receive the signature of the academic advisor prior to registration if the advisee is repeating a course.

FIELD ADVISING

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Additional information regarding the role and function of the Field Advisor can be found in the [Field Education Manual](#).

POLICIES AND PROCEDURES

Barry University seeks to create and maintain an atmosphere of mutual respect, accessibility and tolerance among all who attend or work here. Faculty, staff, and students all play an important role in the process.

Core Performance Standards

Each student is required to sign the School of Social Work Core Performance Standards agreement as a prerequisite to admissions to the school and enrolling in field education courses. The student's signature acknowledges the student has received, read, and agrees to uphold the professional development standards set forth in the agreement while in the classroom, at his/her field placements, on campus, and all other settings where the student is assuming the role of a Barry University School of Social Work student and/or acting on behalf of the School of Social Work.

If a student violates one or more of the standards in the classroom, the professor will consult with the student with the intent of supporting the student to modify his/her behavior. If professional advancement is not noted, the professor will complete a Core Performance Evaluation form. The form is reviewed with the student by the professor and the academic advisor. The form is submitted to the Program Director for signature and becomes a part of the student's online records. If a student receives more than one evaluation form, a consultation with the student's academic advisor and the program director is required. The program director reserves the right to make a determination regarding actions to be taken. Actions may include the development of a corrective action plan, withdrawal from the program or recommendation to be terminated from the program.

If a student violates one or more of the standards while in field placement, the field advisor will consult with the field educator and the student. If appropriate, a Core Performance Evaluation Form is completed, reviewed and signed by the field educator and the student. If the identified behaviors persist and professional development is not noted a corrective action plan will be implemented. The corrective action plan is submitted and reviewed by the Field Education Director and becomes a part of the SSW online records. Students under corrective action are expected to complete all areas of professional development within the time specified. Failure to do so may result in termination from the placement site and/or the program.

Violations of core performance standards observed outside of the classroom and field must be brought to the attention of the Program Director by the observer.

Serious or persistent violation of core performance standards may result in the student's termination from the BSW program. For more information about the application of core performance standards please consult with your Academic/Field Advisor.

See Appendix A

ACADEMIC INTEGRITY AND PLAGIARISM

Academic Integrity and Plagiarism

Fundamental to academic integrity are the values and ethical conduct standards embraced by the National Association of Social Workers Professional Code of Ethics and the social work profession. Students of the Barry University School of Social Work are expected to adhere to the standards of professional ethics as defined in the NASW Code of Ethics and the School of Social Work Core Performance Standards for Admission, Matriculation, and Graduation. Specifically, students are expected to refrain from all forms of cheating, plagiarism, collusion, and acts of deception.

Cheating is defined as the attempt, successful or not, to give or obtain aid and /or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents and collusion. Collusion is defined as knowingly and intentionally assists another in performing any acts of cheating.

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. All forms of cheating, plagiarism, and collusion represent a violation of the NASW Code of Ethics and the School's Core Performance Standards. The extent to which these standards are breached due to cheating, plagiarism and/or collusion may result in dismissal from the Program by the Dean of the School.

APA Style Requirements

American Psychological Association (APA) style is required for all written materials. The latest edition of the Publication Manual of the American Psychological Association is a required text for all courses.

Papers and/or essay questions on an exam are graded with specific attention to:

- mastery of the content
- organization of the paper with emphasis on clarity and following directions
- critical consumption and application of the literature (sources, citations and breath of readings)
- accurate application of APA for citations and references
- critical thinking as reflected in the quality and depth of written work
- quality of critical analysis
- creative grammar, punctuation and sentence structure

Statement on Cultural Diversity

The School is committed to cultural and intellectual diversity and shall seek to create and maintain a learning environment that acknowledges, respects, and embraces differences.

Statement on Nondiscrimination

In accordance with Title IX of the Education Amendments of 1972, Barry University does not discriminate on the basis of race, creed, color, ethnicity, national origin, ancestry, religion, gender, sexual orientation, gender identity, genetic information, familial status, marital status, pregnancy, age, disability status or veteran status. This policy applies to students, employees, applicants and trustees with respect to participation in any program, benefit, activity or student/employment opportunity offered by the University. Every member of the University community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. Every student of this institution has a responsibility to conduct himself/herself in accordance with this policy as a condition of enrollment. Further, every University employee has an obligation to observe Barry University policies and

implementation of federal and state law as a term of employment. No person shall be retaliated against for reporting violations or concerns about prohibited discrimination or bias through appropriate University channels.

Nothing in this non-discrimination statement shall require Barry University to act in a manner contrary to the beliefs and teachings of the Catholic Church or the University mission statement.

Barry University School of Social Work admits students of any race, color, national and ethnic origin, religion, gender, age, and sexual orientation.

All students have all the rights, privileges, programs, and activities generally accorded or made available to students at the School. We do not discriminate on the basis of race, color, national and ethnic origin, religion, gender, age, disability, or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, and other School-administered programs.

For specific information concerning disability accommodation, please refer to the Student Resource Section of this handbook, in which the University's procedures for providing accommodation are described in the entry entitled "Office of Accessibility Services."

School of Social Work Statement on Human Rights

The Barry University School of Social Work is committed to advancing and protecting the human rights of all individuals, with an emphasis on those most marginalized, through teaching, research, advocacy, and practice rooted in social justice.

UNIVERSITY STATEMENT ON SEXUAL HARASSMENT

Behavior by any Barry University School of Social Work employee, which is of a sexually harassing nature (i.e. making unwelcome sexual advances; requesting sexual favors; other verbal or physical conduct of a sexual nature; or creating an intimidating, hostile, or offensive academic environment) is forbidden. Any student who believes that he or she is being sexually harassed should seek a resolution of the problem through discussion with the person directly concerned. If this does not seem appropriate or does not resolve the matter, this matter should be brought to the immediate attention of the Title IX Coordinator of Barry University.

Barry University Title IX Officials

University
Title IX Coordinator
Jennifer Boyd-Pugh
Thompson 109
305-899-4057

Deputy Title IX Coordinator
for Students Maria Alvarez



Policy on Weapons

Students are not permitted to possess illegal and/or concealed weapons at the school or while at their field placement agency, unless they are law enforcement personnel.

School of Social Work Dress Code

Our NASW code of Ethics is a guide to every day professional conduct and judgment. The School of Social Work embraces the professional values and ethics of our profession and is committed to providing all students an environment that stimulates professional growth and development, while preparing you to excel in the professional market. Thus, students are expected to practice professional behavior, maintain good personal hygiene, and dress appropriately at all times. We expect each student to utilize his/her professional judgment regarding conduct and attire.

Below are a set of guidelines regarding appropriate attire for various occasion and settings;

- In the classroom – casual attire is acceptable. However the following clothing and shoes are not acceptable
 - Pajamas and other bedroom attire
 - Mini shorts, (i.e. Daisy Dukes)
 - Dresses and/or skirts that are three or more inches above the knees
 - Baggy pants that exposes underwear or body parts
 - Flip-flops (sandals are acceptable)
 - Tube tops or muscle shirts
 - Clothing made of ultra-sheer, see-through fabric
 - Visible undergarments; clothing so tight undergarments are visible
 - Clothing with offensive, obscene, gang-related, and/ or graphic language
 - Clothing that promote violence and/or intolerance
 - Clothing that is ripped and/or exposes cleavage, midriff or buttocks

Students are required to utilize best professional judgment and dress suitable to the setting. Business casual is required for classroom presentations, guest speakers, professional events, special visitors or during field education internships. Examples of business attire may include (but not limited to) the following:

- Dress slacks, collared shirts, socks and appropriate shoes (no sandals). Ties and sports jackets are optional
- Skirts or dresses (three-inch rules apply), dress blouses, dress slacks with appropriate shoes (no sandals), Jackets are optional

Students will not be able to participate in class, events, field education internships, or any other University or School related activity if not dressed in appropriate academic attire. Students dismissed from

mandated courses or events due to inappropriate attire, will not receive credit for attendance, and be required to make-up content or hours. Repeated episodes of failure to comply may result in Core Performance Evaluations (CPE), suspension or recommendation to the dean for dismissal from the program.

Note: Students may appeal, following the stated grievance procedures in respective student handbooks, to the Program Directors of the BSW, MSW or Doctoral Programs.

Faculty and administrators have the discretion to enforce the Barry University School of Social Work dress code.

Guidelines for Student Complaints and Grievances

Statement of Purpose

Barry University School of Social Work acknowledges its responsibility and commitment to a student's right to file a grievance and, in so doing, have a fair, timely, and transparent resolution. It is the intent of the School to provide a safe learning environment and resolve all legitimate grievances that are believed to disrupt a student's educational process. Ultimately, it is the responsibility of the School to ensure that all explicit and implicit academic standards are acknowledged and maintained.

Guidelines

These guidelines are provided for students enrolled in the School of Social Work. These guidelines address those cases when a student believes that a condition in the School's learning environment is unfair, unequitable, unsafe due to the actions of others within the School, he/she experienced improper treatment by a faculty member, or a condition that poses a hindrance to the student's educational process, which may include a recommendation of termination or suspension from the Program. Students that have experienced sexual harassment should refer to the University's policies and procedures related to sexual harassment. Students that experience other conditions outside of the School that he/she believes is unfair and/or discriminatory, should inform the Program Director and immediately follow the policies and procedures established by the University. Students that have complaints regarding a final grade should refer to the Guidelines for Grade Appeal published by the School of Social Work. Undergraduate students that are not in the final year of the social work program must follow the policy and procedures issued by the University.

Procedures

Complaints other than Termination and/or Suspension

1. The student should first seek to address the complaint informally and professionally by discussing the matter with the faculty member, fellow student, or administrative personnel as soon as the student experiences the condition. If the student and the subject of the complaint cannot reach an agreement, the student should discuss the matter with the Program Director. If the Director is the subject of the complaint, the student should bring this matter to the attention of the Associate Dean. If the matter involves another student and the complainant does not feel comfortable approaching the student, then he/she should consult with his/her academic advisor for guidance.

2. Noted that the matter was not resolved, the student should make an appointment with the Program Director. The Program Director shall seek to resolve the complaint by examining all aspects of the condition described by the student. This may involve consultations with all parties relevant to the matter. If the matter is resolved, a notation shall be made to record of the issue and the manner in which resolution achieved.
3. If the matter is not resolved at the level of the Program Director, the student may file a formal grievance by completing a Grievance Form and submitting the form to the Office of the Dean within five (5) working days of the consultation with the Director.
4. The Director shall prepare a summary describing all actions taken to resolve the issue and make a recommendation to the Dean with supporting documentation. This must be submitted to the Dean within three (3) working days following consultation with the student.
5. Upon the receipt of the Grievance Form and documents from the Program Director, the Dean will review all related documentation and an appointment will be scheduled with the student within (10) working days of receiving the Grievance Form.
6. Following the consultation with the student, the Dean shall consult with all parties subject to the grievance. The Dean reserves the right to consult with the student again for further clarification and the right to seek consultation from the Dean's Advisory Council prior to making a final determination.
7. Upon final determination, the Dean will schedule an appointment with the student and present the final determination. This decision shall be given to the student in writing and made a part of record. The Program Director shall be given a copy of this determination and any instructions related to the matter.
8. The decision of the Dean is final.

Grievance of a Recommendation to Terminate or Suspend

A student may be suspended or terminated from the School of Social Work due to unsatisfactory progress towards completion of his/her degree as outlined in the School's matriculation standards. Recommendations for suspension or termination include both academic and professional performance and/or an egregious breach of core performance standards, NASW Code of Ethics, and/or actions that violate standards and policies of a field placement agency.

1. Prior to recommending to the Dean a suspension or termination of a student, the Program Director must collect and review all material related to the student's performance and schedule a consultation with the student and his/her academic advisor.
2. The Director must present all evidence used to support the decision, including the specific policy and standards that influenced the Director's decision. The Director must advise the

student verbally and in writing of the decision to recommend suspension or termination to the Dean.

3. The recommendation, along with all supporting documentation must be submitted to the Dean by the Program Director within two (2) business days of advising the student of the recommendation.
4. Upon notification of this recommendation, if the student does not agree with the recommendation, he/she may file a Grievance by completing the Student Grievance Form and submitting the Grievance Form to the Office of the Dean within five (5) working days of receiving notice of recommendation from the Program Director.
5. The Dean will review all supporting evidence and schedule a meeting with the student within ten (10) working days of receiving the Grievance Form.
6. The Dean shall notify the student of the final decision with three (3) working days following the consultation. Notification shall include when possible a face-to-face meeting with the student and shall always include a certified letter from the Dean to the student.
7. The decision to suspend or terminate a student from the School of Social Work is the prerogative of the Dean and the Dean's determination is final. Please note a termination from the School of Social Work does not necessarily mean termination from the University. A student may choose to seek admissions to another School or College, understanding that the cause for termination from the School shall be a part of the student's records.

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Field Education

If a student disagrees with a decision to terminate him/her from a field education course, the student may initiate an appeals process by following the steps below.

- Consult with the assigned Field Advisor and immediately schedule a consultation with the Assistant Director of Field Education.
- If the student believes the issue to be unresolved after consulting with the Assistant Director of Field Education, the student may schedule a consultation with the Director of Field Education to address their disagreement with the decision. The Assistant Director of Field Education, the Field Advisor and/or Field Educator may, at the discretion of the Field Education Director, participate in the consultation.
- If the student disagrees with the decision or any aspect of the consultation, he/she may submit a formal appeal to the Associate Dean of the School of Social Work by completing the *Formal Student*

Grievance Form within ten (10) days after the initial meeting with the Director of Field Education.

- The Associate Dean will schedule a consultation with the student and shall render a decision within five (5) days of the consultation. The Associate Dean may verbally share the decision with the student, however, this decision must be sent to the student via certified mail.
- If the student chooses to pursue the appeal further, after completing the addendum section of the *Formal Student Grievance Form* he/or she submits the form to the Office of the Dean of the School of Social Work.
- The decision of the Dean of the School of Social Work will stand as final.
- All interactions addressing these areas of concern must be documented in the student's School of Social Work on-line records.
- Any forms utilized must be uploaded to the student's School of Social Work on-line records.

Academic Termination from the Program

- If a student's academic performance does not meet the minimum standards as delineated in the School of Social Work's Student Handbook and the University Undergraduate/Graduate Catalogue, he or she may be terminated from the School of Social Work. If a student would like to construct an appeal the following procedure must be followed:
 - The student must request a meeting with the BSW Program Director (for BSW students) or the MSW Program Director (for the MSW students) to discuss their disagreement of the termination.
 - Following the consultation and review of all related materials, the Program Director will prepare and submit recommendations to the Dean. Following a consultation with the Dean the Program Director will send a written response to the student within five (5) days of meeting with student. This correspondence shall state the director's determination and the recommendations submitted to the Dean, the Dean's preliminary disposition, and outline all remaining steps to be taken by the School and/or the student, including the student's right to appeal to the Dean.
 - Should the student decide to appeal to the Dean; he/she must submit a written letter of appeal after receiving the written recommendations and determination from the Program Director.
 - Upon receipt of the student's request to appeal, the Dean shall schedule a consultation with the student.
 - The decision of the Dean of the School of Social Work will stand as final. All such decisions shall be mailed to the student via certified mail within ten (10) days of the consultation, unless otherwise

agreed upon by the student and the Dean.

- BSW students have the right to continue an appeal at the University level in accordance with prescribed procedures of the University.
- All interactions addressing these areas of concern must be documented in student's School of Social Work on-line records.
- Any forms utilized must be uploaded to the student's School of Social Work on-line records.

Student Records

The maintenance of student records is regulated by the Barry University Policy Re: Family Educational Rights and Privacy Act of 1974. Copies of this policy are available upon student request at the Office of the Vice President for Student Affairs, R. Kirk Landon Building, Room 300. These policies and procedures ensure students' access to any and all records maintained by the University which are defined as "educational records," and to ensure the privacy of students by restricting the disclosure of information from educational records only to those persons authorized under the Act.

Official academic records are maintained in the Office of the University Registrar. Included are admission applications and associated documents, registration forms for each semester, records of grades and credits received at Barry University or accepted from other institutions, and other documents related to the student's academic progress and status. Other University student records include:

- Student financial aid and related employment maintained by the Director of Financial Aid.

Regulations for access and maintenance of these records are outlined in the Barry University Student Handbook which may be obtained online at: <http://www.barry.edu/student-handbook>.

Students wishing to review contents of the student file may make a written request for access through their academic advisor. The advisor will arrange for the student's review of the file by appointment.

The School of Social Work maintains an online record system for all BSW students. To access your online record, go to <HTTP://DOITAPPS.BARRY.EDU/SSWRECORDS>. This online

record system houses all of the student's admissions documents, academic course plans and history, volunteer service learning forms, all field education applications and forms, and contact notes submitted by your advisor.

Policy on Utilization of Social Media

Behavior by Barry University School of Social Work student on any social media sites (social media includes social networking sites such as Facebook, Myspace, and LinkedIn; Twitter; blog accounts (WordPress, etc.); video sharing sites (YouTube, etc.), and photo sharing sites (Flickr, etc.) which violates the tenets of the NASW Code of Ethics; and the core performance standards of the Barry University School of Social Work may deem the student eligible for a core performance evaluation, corrective action and/or suspension or termination from the School of Social Work.

Exceptions to School Policies

Students may request exception to policies and procedures published by the School. All requests for an exception must be submitted in writing to the academic advisor. The advisor will submit the request, along with his/her own recommendation, to the BSW Program Director for approval and recommendation to the Dean. The Dean has final approval of all exceptions to policy. *Form can be found on Canvas in Student Repository.*

Revisions of School Policies

The policies contained in this handbook have been developed and implemented by a vote of the full faculty of Barry University School of Social Work. Any change of these policies must be brought before the Faculty Committee and passed by a majority vote. As indicated in the STUDENT PARTICIPATION section of this handbook, student input is vital to the development and revision of policies which will create the best possible learning environment.

BACHELOR OF SOCIAL WORK DEGREE 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 are nested, 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 generalist practice.



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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:

1. 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.
2. Demonstrate competency in social work assessment intervention and evaluation in agency and community contexts with individuals, families, groups, organizations and communities
3. Engage in continuing professional growth and development, self-reflection, and evaluation of one's own practice.
4. 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
5. 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

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BSW DISTRIBUTION REQUIREMENTS AND COURSE DESCRIPTIONS

Progression to Senior Major Courses

Admission to the University and BSW program do not guarantee progression to the fieldwork and senior level practice courses. The following are the criteria for progression into Field Education I (SW 495), Direct Practice Skills In Social Work II: A Trauma-Informed, Strength-Based Framework (SW 493), Introduction to Trauma and Resilience (SW 433), and Theories of Personality (PSY 325), which are 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 forty-five service learning hours while enrolled in the Service Learning course;
4. Submission of 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. Required attendance to the BSW Field Student Orientation; and
9. Successful completion of the following courses:
 - a. SW 203 – Introduction to the Social Work Profession;
 - b. SW 206 – The Personal, Cultural, and Social Influences on Helping;
 - c. SW 323 – Service Learning and Social Work Practice;
 - d. SW 327 – Ways of Knowing for Social Work Practice;
 - e. SW 341- Social Work Macro Policy and Practice: Poverty, Oppression, and Trauma
 - f. SW 355 – Human Development;
 - g. SW 393- Direct Practice Skills In Social Work I: A Trauma-Informed, Strength-Based Framework

***In order to be accepted in to the MSW Advanced Standing program, students must earn a “B” or better in all practice courses.**

DISTRIBUTION REQUIREMENTS & CO-REQUISITES

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/co requisite credit hours to 54. The courses social work majors should choose from to fulfill the category of distribution and co-requisites 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 199 Honors Special Topics (Honors Program students only)

ENG 210 Introduction to Literature

ENG 312 Advanced Composition

Oral Communication (3 hours)

COM 104 Interpersonal
Communication SPE 101
Fundamentals of Speech
TH 155 – Acting I: Fundamentals I

Theology (3 hours)

THE 191 Judeo-Christian Doctrine
THE 201** Faith, Belief, and
Traditions THE 303 Comparative
Religion
THE 304 Theology Through Film
THE 306 Dynamics of Faith, Beliefs, and
Theology THE 307 Christology
THE 308 God and Suffering in the Jewish and Christian Traditions
THE 309 The Old Testament and Its Interpreters

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THE 311 Sexuality, Sex and Morality
THE 312 Freedom and Virtue
THE 314 Jewish Civilization and Practice
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 333 Christian Understanding of God
THE 334 History of Christianity I
THE 335 History of Christianity II
THE 338 The Church
THE 344 Sacraments
THE 353 Biomedical Ethics
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 (Honors Program students only)
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 302 Spanish and Hispanic American Philosophers
PHI 304 Epistemology

PHI 305 Problems in Philosophy
PHI 306 Philosophy of God and Religion
PHI 308 Philosophy of Law
PHI 310 Formal Logic
PHI 313 Philosophy of Art
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

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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 108 Pre-calculus Math for Business
MAT 109 Pre-calculus Mathematics I
MAT 110 Pre-calculus Mathematics II

MAT 120 Mathematics and Art
MAT 152* Elementary Probability and Statistics *
MAT 201 Fundamentals of Mathematics I
MAT 210 Calculus with Application
MAT 211 Calculus IBIO 101A/101B/101C General Biology I
BIO 101 A,B,C* General Biology
BIO 103 Biological Crisis
BIO 104/L Biological Foundations (Bio Majors only)
BIO 120 Biology Overview for non-biology majors
BIO 199/L S/T: Plants in Your Life
BIO 215 Health and Wellness
BIO 220/L Introductory Human Anatomy/Lab
BIO 230/L Human Anatomy/Lab
BIO 240/L Introduction to Human Physiology/Lab
BIO 300 S/T: Special Topics
BIO 307/L Biology of Crime/Lab
BIO 309/L Disease Detectives/Lab
BIO 319/L Six Senses/Lab
BIO 342 Biology of Women
BIO 343 Men's Health Issues and Reproduction
CHE 111/L General Chemistry & Qualitative Analysis/Lab
CHE 135/L Consumer Chemistry
CHE 152/L Introduction to Organic & Biological Chemistry/Lab
CHE 209/L Environmental Chemistry/Lab
CHE/HON 240 History & Philosophy of Science (Honors Program students only)
PHY 151/L Introductory Physics/Lab
PHY 199 Astronomy
PHY 201/L General College Physics/Lab
PHY 211/L University Physics/Lab

PHY/HON 240 History & Philosophy of Science (Honors Program course)

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 Macro/Microeconomics

GEO 301 World Environment, People and Places

GEO 303 Geography of Europe

GEO 305 Latin American Geography

GEO 308 United States Geography

GEO 320 Geography of Disasters

POS 201* American Government*

POS 300 S/T: Current Issues [This *exact* course title *only*.]

PSY 281* Introduction to Psychology*

PSY 306 Psychology of Women

PSY 325* Theories of Personality*

PSY 370 Social Psychology

PSY 382 Developmental Psychology

PSY 449 Adolescent Psychology

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 317 Sociology of Work

SOC 332 Drugs and Society

SOC 370 Social Psychology

SOC 372 Social Stratification

SOC 394 The World in America (Honors Program students only) SOC

405** Sociology of Race, Class, & Gender**

SOC 455 Sociology of the Family

HIS 101 Western Civilization I HIS

102 Western Civilization II HIS 150

The Meaning of History HIS 201**

U.S. People & Ideas I HIS 202 U.S.

People & Ideas II HIS 315 History

of Florida

HIS 388 History of the Caribbean

HIS 390** U.S. History since 1945** 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

School of Social Work Required Courses

SW 203 Introduction to Social Work Profession

SW 206 The Personal, Cultural, and Social Influences on Helping

SW 323 Service Learning and Social Work Practice

SW 327 Ways of Knowing for Social Work Practice

SW 355 Human Development

SW 341 Social Work Macro Policy and Practice: Poverty, Oppression and Trauma

SW 393 Direct Practice Skills In Social Work I: A Trauma-Informed, Strength-Based Framework

SW 493 Direct Practice Skills In Social Work I: A Trauma-Informed, Strength-Based Framework

SW 417 Models of Intervention in Clinical Social Work Practice

SW 433 Introduction to Trauma and Resilience

SW 495 Field Education I

SW 497 Field Education II

SW Electives (9 credits)

***Please consult with your academic advisor as some course references may change in title and or sequence. Such changes will not impact your matriculation status.**



Student Learning Experience

In accordance with Barry University's Mission, the Bachelor of Social Work (BSW) program strives to provide a service learning experience that embraces student reflection, community service, and mutual collaboration with community residents. Service learning is intended to assist students in developing an understanding of and experience with social policy, social systems, human behavior and the social environment; professional and personal ethics and values; gender, minorities and cultural differences; problem-solving and intervention processes; research; and practice. Service learning helps put the study of theory and knowledge into a reality perspective for social work students.

All BSW students are required to complete a minimum of 45 hours of service learning experience while enrolled in SW 323 (Service Learning and Social Work Practice) prior to entry into their senior year and field practicum. This sophomore year course provides students with an opportunity to develop an understanding of service learning. Service learning is an educational modality in which students engage with community agencies that serve vulnerable populations, including those who have been impacted by historical trauma, and critically reflect on these civic experiences in the classroom. A strengths-based, ecological framework is the underlying theory, which informs the connection between service and reflection.

Students are required to enter their service learning hours using BSW Online Records, and this must be completed by the last day of the SW 323 Service Learning class.



Minor in Psychology

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

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 21 hours in the sociology department. Students must successfully complete the following four sociology courses plus two other sociology classes:

SOC 201 Introduction to Sociology

SOC 370 Social Psychology

SOC 409 Research Methodology

SOC 423 Sociological Theory

SOCIAL WORK COURSE DESCRIPTIONS

BSW Course Title	Course Description
SW 203 Introduction to the Social Work Profession <i>3 credits</i>	<p>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.</p> <p><i>Pre-requisite:</i> SW 206 <i>The Personal, Social, Cultural Influences on Helping</i></p>
SW 206 The Personal, Social, Cultural Influences on Helping <i>3 credits</i>	<p>This is an experience-oriented course directed toward engaging students in becoming aware of their own interpersonal processes and how these may influence their skills 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.</p>
SW 323 Service Learning and Social Work Practice <i>3 credits</i>	<p>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</p>

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BSW Course Title	Course Description
	<p>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</p>
	<p>students examine social service settings and the clients served. Students are required to dedicate 60 hours to an identified social service agency.</p> <p><i>Pre/Co-requisite: Introduction to the Social Work Profession</i></p>
<p>SW 327 Ways of Knowing for Social Work Practice 3 credits</p>	<p>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.</p> <p><i>Prerequisites: Introduction to the Social Work Profession; Personal, Cultural, and Social Influences on Helping; Service Learning and Social Work Practice</i></p> <p><i>Co-requisite: Human Development</i></p>

SW 355 Human Development 3 credits	This course provides a social work context in introducing students to theories and theoretical models that explain reciprocal influences and risk and resilience in shaping human behavior. This course uses a developmental framework to examine growth and maturation over the life course with attention to the person-environment configuration. This course emphasizes the relevance of factors including culture, ethnicity, gender, social constructions of age, social norms, socioeconomic inequality, spirituality, sexual orientation, and trauma in influencing the outcomes of transactions between the person and the environment over time. Special
	attention is paid to the applicability of course content to social work practice in human service settings.
	<p><i>Pre/ Co-requisite:</i> Introduction to the Social Work Profession; Ways of Knowing for Social Work Practice</p>
SW 341 Social Work Macro Policy and Practice: Poverty, Oppression and Trauma 3 credits	This course provides students with knowledge and skills necessary for engaging in macro social work practice, social policy development and analysis. Students will learn to examine both the historic and current roles of the U.S. government in policy development and social welfare program implementation; the socio-political role of social workers, impact of social movements to influence policy change, and the changing nature and needs of our society. Particular attention will be given to the person-in-environment lens and how trauma, poverty, and oppression intersect with social functioning, policy formulation and implementation. <i>Prerequisites:</i> 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 <i>Co-requisite:</i> SW 393 Direct Practice I

<p>SW 393</p> <p>Direct Practice Skills In Social Work I: A Trauma-Informed, Strength-Based Framework</p> <p>3 credits</p>	<p>This foundation course introduces beginning skills of helping individuals, families and groups within a trauma-informed strengths based framework. Grounded in the values and ethics of the profession, students learn the application and evaluation of direct practice skills used in the initial phase of helping. This course also introduces students to a variety of assessment methods utilized in clinical social work practice. Students will learn how to assess problems within a person in environment context, and how to organize and analyze descriptive case information. Grounded in a trauma-informed strengths based framework, students gain competency in clinical interviewing and bio- psycho-social-spiritual assessment within a person in environment context.</p> <p><i>Prerequisites: SW 203 – Introduction to the Social Work Profession; SW 206 The Personal, Cultural, and Social Influences on Helping, SW 323 Service Learning and Social Work Practice, SW 327 – Ways of Knowing for Social Work Practice; SW 355 – Human Development; 341 Social Work Macro and Policy Practice: Poverty, Oppression, and Trauma;</i></p> <p><i>Co-requisites SW 495 – Field Education I; SW 433 Introduction to Trauma and Resilience</i></p>
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BSW Course Title	Course Description
<p>SW 493</p> <p>Direct Practice Skills In Social Work I: A Trauma-Informed, Strength-Based Framework</p> <p>3 credits</p>	<p>This foundation year course focuses on the development of professional skills from contracting phase of helping through the ending phase and transitions. Grounded in the values and ethics of the profession; a trauma-informed, strengths perspective is integral to the interactional, evidence-based framework in this course. Students will examine current knowledge, professional values and skills relevant to work with a range of life stressors as they present themselves within diverse populations and diverse communities. Critical to understanding the helping relationship and essential skills is the student's ability to respond to the ways in which individuals, groups, organizations and communities are systematically oppressed and denied access to social, political and economic resources. This course includes a specific focus on student skill development related to: the identification and assessment of service gaps within human service organizations, professional social work role and function, mediation of interpersonal and environmental stressors with individuals, families, groups and communities, and the skillful navigation of the continuum of the helping relationship from contracting to termination.</p> <p><i>Prerequisites: SW 206- The Personal, Cultural, and Social Influences on Helping SW 203 – Introduction to the Social Work Profession; SW 327 – Ways of Knowing for Social Work Practice; SW 393 Direct Practice Skills in Social Work I: A Trauma-Informed, Strength-Based Framework; Co-requisites: SW 497 Field Education II</i></p>
<p>SW 417</p> <p>Models of Intervention for Clinical Social Work Practice</p> <p>3 credits</p>	<p>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.</p>

BSW Course Title	Course Description
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	<p><i>Prerequisites:</i> <i>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</i></p>
<p>SW 433</p> <p>Introduction to Trauma and Resiliency</p> <p>3 credits</p>	<p>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.</p> <p><i>Prerequisites:</i> <i>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.</i></p>

BSW Course Title	Course Description
	<i>Co-requisite: Field Education I; Introduction to Clinical Assessment in Social Work Practice</i>
SW 495 Field Education I	<p>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.</p> <p><i>Pre-requisites: 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.</i></p> <p><i>Co-Requisites: Models of Intervention for Clinical Social Work Practice; Introduction to Clinical Assessment</i></p>
SW 497 Field Education II 4 credits	<p>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.</p> <p><i>Prerequisites: Introduction to the Social Work Profession; Personal, Cultural, and Social Influences on Helping; Service Learning and Social</i></p>

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BSW Course Title	Course Description
	<i>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</i> <i>Co-Requisite: Introduction to Trauma and Resiliency</i>



ELECTIVE COURSES

330 General Social Work Practice In Forensic Settings (3)

This course explores the many roles that forensic social workers play in a variety of settings, including behavioral health agencies, child welfare system, guardianship proceedings, and criminal justice facilities. Course content will help students develop knowledge and case management skills relevant to a range of social problems and court-involved client populations. Students will learn about forensic case management issues, such as abuse and neglect of children and vulnerable adults, domestic violence, competence and guardianship, crime and delinquency, and substance abuse. Using SAMHSA's principles of trauma-informed care, students will develop skills of case conceptualization and trauma-informed responding. Pre-requisite for this course: SW 203 Introduction to Social Work.

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.

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.

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.

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/co-requisite: SW 206.

496 Child Welfare Services and Policies (3)

This course introduces students to the delivery of child welfare services and the federal and state laws and regulations that guide service delivery. The array of services examined include: child welfare investigations, family preservation, foster and kinship care, and adoption. This course aligns with the competencies set forth by the Florida Department of Children and Families. Co-requisite: SW 495 or permission of the Instructor.

498 Clinical Assessment of Child Welfare Maltreatment (3)

This course introduces students to clinical assessment of child maltreatment. Students will learn to identify, in a family context, the risk and resilience factors in children who experience trauma through physical abuse, sexual abuse, neglect and mental injury. Decision-making based on such culturally-guided assessment is highlighted. This course aligns with the competencies set forth by the Florida Department of Children and Families. Co-requisite: SW 496 or permission of the Instructor.

SCHOOL RESOURCES AND ACTIVITIES

Statement on Student Participation

Students are joining a learning community when they enter the BSW program. Their initial and ongoing involvement in the School is welcomed and encouraged in a number of ways. Student participation is crucial to the formulation and modification of School Policies and Procedures which will enhance their professional social work education. The following established channels create opportunities for students

to influence the life and structure of the School.



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Student Activities

The School of Social Work seeks to create a stimulating atmosphere of activities and interactions among students, faculty and staff to provoke thought, stimulate professional growth, and foster relationships which will continue long after students have become alumni. We encourage and expect students organize and engage in community and school projects, professional development, special interest initiatives, and research that promotes human rights and social justice governance. Throughout the year, the Faculty and the School's Office of Student Services, organize events to enhance the learning achieved in classroom and field.

Faculty /Student Professional Development

Seminars Professional Social Work Conference

Black History Month

Celebration Career

Preparation Seminars

Licensure Preparation

Workshops Continuing

Education Events LEAD

(Lobby Day in Tallahassee)

Career Fairs

Mid-semester Special Event (Grillin' & Chillin')



CENTER FOR HUMAN RIGHTS AND SOCIAL JUSTICE

The Center for Human Rights and Social Justice (CHRSJ) provides students with education, meaningful community collaboration, and advocacy-based research to raise awareness and mobilize positive societal change. The Center's five pillars of research are as follows:

- Combatting human trafficking
- Preventing sexual violence
- Creating inclusive communities for individuals with diverse sexual orientations and gender identities
- Advancing trauma-informed research, education, and practice
- Promoting wellness in marginalized communities.

The CHRSJ sponsors numerous professional development events for students throughout the academic year. Additionally, the CHRSJ periodically offers certificate programs that are made available to students at an additional cost. Graduate Assistantships and Community Advocate Leadership opportunities are also made available for MSW students to engage in CHRSJ research.

Jack Riley Social Work Student Center Powers Hall Room 132



The Riley Social Work Student Center is a place where students can have computer access, meet friends, eat lunch, cram for an exam, and relax between classes. Students are asked to consider the needs of others as they utilize the facilities – specifically, to discard trash, respect the privacy of other students’ conversations, and to take a sense of ownership in creating a welcoming atmosphere in the Riley Student Center.

Student Social Work Association (SSWA)

Developed by students and under the supervision of the BSW Program Director, the SSWA is an integral venue of support and communication for all SSW students. It is an integrated effort between both BSW and MSW students with its focus on service and promoting the social work values and guiding principles of the School of Social Work.



Dean’s List



The School of Social Work recognizes academic achievement of our BSW students on the Dean’s List following each fall and spring semester. BSW students who complete the semester with full-time registration (at least 12 credits) and who have achieved at least a 3.5 grade point average for that semester will be named to the Dean’s List. In addition to personal acknowledgement

from our Dean, the Dean’s List Honorees will have their name and picture placed in an area called The Honor’s Corner in the Riley Center. Also, students who have achieved a cumulative grade point average of 3.75 or better by the end of the fall semester preceding commencement will be designated a “Dean’s Scholar.” Students are not eligible for recognition as a Dean’s Scholar if they:

- have received incompletes for any reasons
- have failed a course



- are under investigation for a behavior or an academic integrity violation
- have been sanctioned for a behavior or academic integrity violation

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Professional Support

Barry University School of Social Work prides itself in preparing our students for professional social work practice from the moment they arrive on Orientation Day until long after you graduate. Our academic and field offerings provide you with a foundation of excellence and provide the required educational background for clinical social work licensure in the state of Florida, known for its rigorous clinical education requirements.

Once you graduate from the School, we continue to have a strong relationship with our alumni. We provide you with the following resources to continue your professional growth after graduation:

Alumni Involvement

Barry's School of Social Work alumni sponsor a variety of activities and initiatives which are announced in the School's website and newsletter, *Social Work Compass*. , In addition to the Annual Conference mentioned above, alumni sponsor activities that promote professional development and networking, and engage in social action and advocacy initiatives to empower the profession and its clients. For additional information about alumni activities, please contact the Office of Student Services.



PROFESSIONAL ORGANIZATIONS

Association for the Advancement of Social Work with Groups, Inc. (AASWG)



AASWG is a not-for-profit organization of group workers and friends who work to promote group work as a viable form of social work practice. The organization has a program of advocacy and action for practice, education, research and writing about social work with groups. <http://www.aaswg.org/membership>

Association of Oncology Social Work (AOSW)



The Association of Oncology Social Work (AOSW) is a non-profit, international organization dedicated to the enhancement of psychosocial services to people with cancer and their families. Created in 1984 by social workers interested in oncology and by existing national cancer organizations, AOSW is an expanding force of psychosocial oncology professionals. <http://aosw.org>

Association of Social Work Boards (ASWB)

The Association of Social Work Boards assists social work regulatory bodies in carrying out their legislated mandates, and encourages jurisdictional efforts to protect a diverse public served by social workers who are regulated through common values, ethics, and practice standards. The Association helps to foster public and professional understanding of the value, competency, and accountability of regulated social workers. <http://www.aswb.org>

Catholic Social Workers National Association (CSWNA)



Catholic Social Workers National Association is a Professional Membership Association that was formed on the belief that professional associations should support not only your profession, but also your beliefs, values, and your faith. CSWNA has been established for social workers who are faithful to the teachings of the church and are looking for support and direction within their profession based upon church teachings. Catholic Social Workers National Association affirms and supports the teachings and beliefs of the Roman Catholic Church. <http://www.cswna.org>

Council on Social Work Education (CSWE)

CSWE is a nonprofit national association representing over 3,000 individual members as well as 165 graduate and 470 undergraduate programs of professional social work education. CSWE was founded in 1952 and is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the country.



Among the many reasons which might lead you to select Barry are the School's perfect reaccreditation by CWSE of the BSW and MSW program (2018 - 2023). Nationally not more than 10% of all schools of social work are cited with no "concerns" or follow-up assignments upon accreditation review by the Council on Social Work Education. <http://www.cswe.org>

National Association of Black Social Workers (NABSW)

NABSW has annual conferences and educational tours. Its publications are the Black Caucus Journal and the NABSW Newspaper. Through its various committees on social welfare, NABSW addresses individual, family, and community needs. The organization engages in social action, research, and other activities to promote improvement in the civil, legal, health, and socio-economic status of African Americans.

The NABSW was founded in May 1968, in San Francisco. The organization was formed in response to issues related to providing human services in the Black community, educating social workers for effective service in the Black community, and providing opportunities for participation of Black social workers in the social welfare arena. <http://www.nabsw.org>

National Association of Social Workers (NASW)



NASW is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. NASW holds conferences throughout the nation and publishes several journals, books, etc. Members of NASW receive the monthly newspaper and the Journal of Social Work as well as

reduced rates for conference attendance. The national headquarters of NASW is located in Washington, DC. <http://www.naswdc.org>

The Florida Chapter of NASW is dedicated to promoting the quality and effectiveness of social work practice in the state of Florida. Like NASW, the Florida Chapter offers many membership benefits. The

student membership fee is reduced. <http://www.naswfl.org>

UNIVERSITY RESOURCES FOR SOCIAL WORK STUDENTS

Division of Mission and Student Engagement



The Division of Mission and Student Engagement offers students an extended opportunity to enrich their experience at Barry University, enhance their learning environment, and promote social, intellectual, cultural, spiritual, and physical growth and development.

Bookstore

For Bookstore hours and availability of required readings, please use the link below.

www.barry.bkstr.com



Campus Ministry

Ministry offers programs emphasizing friendship and support, worship and spiritual growth, worship and prayer, study and reflection, and an active commitment to a more just and peaceful community.

<http://www.barry.edu/campus-ministry/>

Career and Development Center

The Center offers professional career guidance and support. For more information, please visit the center at the following website:

<http://student.barry.edu/careerservices/>

Center for Community Service Initiatives (CCSI)

The Center for Community Service Initiatives is Barry University's community engagement clearinghouse. The CCSI provides programs, resources, and services that facilitate University engagement with communities at the local, regional, national, and global levels. Through community service, service-learning, community-based research, community-engaged scholarship, internships, practicum and field placements, and advocacy projects, Barry students, faculty, and staff collaborate with community partners to meet educational, social, economic, cultural, and environmental challenges.



<http://www.barry.edu/service>

CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES

Personal counseling services provided by professional counseling staff are also available to students when needed. The Counseling Center is a part of the university Student Affairs Division. Their major goal is to provide services to students to help them grow and develop emotionally. Individual counseling is offered, as well as small groups that are occasionally formed for mutual support and shared learning. The Center is located at The Landon Student Union, Rm. 205.

Students can either walk in during office hours (*Monday – Friday: 9am – 5pm*) to make an appointment or telephone the Counseling Center at 305-899-3950. In order to serve our varied student population, evening and weekend appointments are available as requested. Twenty-four hour emergency services are available via a beeper system and call boxes through University security. Interested students may call 1-305-899-4010.

<https://www.barry.edu/public-safety/emergencies/call-boxes.html>

When requested, or when appropriate, referrals are made to the University consulting psychiatrist, to physicians, and/or community agencies through the Career and Counseling Center. Confidentiality is maintained.

There is no fee for services for Barry students currently registered.

Please note: Counseling resources for students attending our off-sites is also provided and the

Site Coordinators have a list of the professional who have contracted with Barry University to provide these service.

OFFICE OF ACCESSIBILITY SERVICES

The mission of the Office of Accessibility Services is to provide assistance to all qualified students with disabilities. These may include physical, visual, hearing, speech, psychological, chronic, learning and temporary disabilities.

The Office of Accessibility Services hopes to strengthen its caring environment by fostering one-on-one relationships with students while insuring that all students are afforded an equal opportunity to participate in and benefit from the curricular, co-curricular and vocational opportunities available at Barry University.



To receive services and accommodations from the Office of Accessibility Services (OAS), students need to be enrolled in or currently enrolling in Barry University. OAS coordinates accommodations for eligible students on a case-by-case basis in compliance with Federal and State laws.

To determine eligibility for accommodations students must:

Register with the Office of Accessibility Services by completing an online intake form. This form can be accessed at <https://www.barry.edu/accessibility-services/>

- Submit proper documentation (contact OAS for documentation guidelines).
- Make an appointment with OAS Counselor for an intake interview. Accommodations will be discussed at this time.
- If it is determined that the student will receive accommodations, it is the students responsibility to make contact with OAS the beginning of each semester to continue services and accommodations.

Each student who registers with the OAS works with an Accessibility Services Counselor (AS Counselor) to develop an individual accommodation plan. This plan is devised to determine specific services the student will require during their time at Barry University.

Office of Accessibility Services
R. Kirk Landon Student Union, Room 102 Voice/TDD:
(305) 899-3488, Fax: (305) 899-3056
E-mail: accessibilityservices@barry.edu

The Center for Advanced Learning (CAL)

The program at the Center for Advanced Learning (CAL) exists to support undergraduate and graduate students with diagnosed learning disabilities and attention deficit disorders. The primary goal is to assist students in developing skills and strategies that will help them to function successfully in a post-secondary academic setting and to attain their academic goals, despite having learning challenges. A secondary goal is that the Barry University academic experience will facilitate a positive transition to the work place and the practice of lifelong learning. The CAL Program believes in a collaborative, problem solving approach for promoting a student's academic success. CAL is a comprehensive fee-for-service or "enhanced program." The current fee of \$3500 per semester is subject to change. <http://www.barry.edu/cal/>



Glenn Hubert Learning Center

The Center is an academic resource for undergraduate, graduate, and adult learners. For more information please visit the Center's website

<http://www.barry.edu/about/academic/academic-resources.html>

Library

The Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the University. For more information, please visit the Library's website.

<http://bucwis.barry.edu/libraryservices/>

<https://eguides.barry.edu/socialwork>



Parking

All motor vehicles must be registered to park in designated student parking areas on campus. Parking decals may be acquired at the R. Kirk Landon Student Union (Room 103), at which time traffic and parking regulations will be distributed. In order to obtain a parking decal, students must bring a copy of their vehicle registration, class schedule and student identification.

Student IDs

A University identification card containing the student's picture is issued by the University ID Office located in R. Kirk Landon Student Union, Room 103. Proof of registration must be presented when

requesting the I.D. This card is required to access the Library or cash personal checks at the Bookstore.

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APPENDICES

APPENDIX A

CORE PERFORMANCE STANDARDS FOR ADMISSION, PROGRESSION, AND GRADUATION

Barry University School of Social Work is leading the way in setting ethical standards for professional growth and development.

The Core Performance Standards (CPS) adopted by the School of Social Work provides faculty and students with a set of essential standards for assessing professional conduct. Grounded in the [NASW Code of Ethics](#) as well as the core values and mission of social work, the Core Performance Standards provide ethical principles that guide social work practice where the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to all students who obligate themselves from the moment they enter into Barry University School of Social Work and begin their journey to becoming a social work professional.

The Core Performance Standards help students in Barry University School of Social Work to 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."

The Core Performance Standards encompass the following skill areas:

PROFESSIONAL ETHICS

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.

CRITICAL THINKING

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.

TASK MANAGEMENT

Effective task/time management strategies guide all professional and academic responsibilities and activities.

SELF-AWARENESS

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.

PROFESSIONAL RELATIONSHIPS

All professional interactions reflect respect, integrity, honesty, cooperation, and collaboration as well as a clear understanding of professional role, authority, and appropriate boundaries.

Standards	Skill Areas
Professional Ethics: 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	Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary. This includes, but is not limited to, taking responsibility and credit <u>only</u> for work student has produced, actually performed or in which they have contributed (NASW Code of Ethics, 2015) Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities.

Standards	Skill Areas
	<p data-bbox="626 264 1435 348">Demonstrates academic integrity in the preparation of written assignments, research and scholarly papers.</p> <p data-bbox="626 415 1435 548">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 data-bbox="626 806 1435 890">Advocates for and advances change on behalf of vulnerable populations.</p> <p data-bbox="626 957 1435 989">Demonstrates respect for the positive value of diversity.</p> <p data-bbox="626 1056 1435 1241">Exercises awareness and alertness to avoid conflicts of interest that could interfere with professional discretion and impartial judgment and exploit clients, colleagues or other individuals in both an academic and professional setting (NASW Code of Ethics, 2015).</p>

<p>Critical Thinking:</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>
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Standards	Skill Areas
	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.
	Demonstrates the ability for self-guided, self-disciplined analysis and synthesis so as to develop intellectual integrity, empathy and an intellectual sense of justice and mitigate prejudices, biases, distortions and self-interests which can lead to the rights of others (Scriven & Paul, 1987).
PROFESSIONAL USE OF SELF	
Task Management: Effective time/task management strategies guide all professional and academic responsibilities and activities.	
	Consistently completes quality work on schedule. Acts responsibly with respect to communication and negotiation of professional and academic commitments.
Self Awareness: 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	
	Examines professional practice and academic strengths and weaknesses. Solicits, accepts, and incorporates feedback with respect to performance.

Standards	Skill Areas
personal performance problems and behaviors.	Identifies and addresses barriers to performance through the design and implementation of specific goals and strategies for professional growth.
	Demonstrates the importance of developing an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people (NASW Cultural Competence Standards, 2001).
Professional Relationships: All professional interactions reflect respect, integrity, honesty, cooperation and collaboration as well as a clear understanding of professional role, authority and appropriate boundaries.	Develops and maintains cooperative and collegial relationships with clients, colleagues, superiors, peers, students, research participants, agency personnel, faculty, school staff, advisors, and field educators. Contributes as a constructive participant in academic and agency affairs. Cooperates, collaborates, and supports social work and interdisciplinary colleagues in the knowledge-building and knowledge dissemination enterprise. 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. Collaborates effectively with community resources and connects clients with local community resources.

Standards	Skill Areas
	<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>Maintains professional boundaries and respect for persons by refraining from engaging in sexual harassment. These behaviors include sexual advances, solicitation, requests for sexual favors, and or other verbal and or physical conduct of a sexual nature (NASW Code of Ethics, 2015).</p>

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<p>Communication:</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, non-verbal and written forms of communication (including e-mails, text messages and through social media networks) 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 uses 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>
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Standards	Skill Areas
	<p>Maintains professional boundaries and respect for persons by refraining from engaging in bullying behaviors. Bullying behaviors is defined as repeated aggressive behaviors where the use of force, threat or coercion to abuse, intimidate, or aggressively dominate others (EDC, 2013). This includes cyber-bullying which is the act of harming or harassing via information technology networks (internet, text messages, e-mails, social media sites, chat and websites) in a repeated and deliberate manner (stopbullying.gov, n.d.).</p> <p>Maintains professional and respectful communication on social media sites (social media includes social networking sites such as facebook, myspace, and LinkedIn; Twitter; blog accounts (wordpress, etc.); video sharing sites (YouTube, etc.), and photo sharing sites (Flickr, etc.) which demonstrates attendance to the tenets of the NASW Code of Ethics; Barry University's core commitments, mission or; and the core performance standards of the Barry University School of Social Work.</p> <p>Consistently engages in professional and academic behaviors that promotes and mitigates exposure to danger, risk, injury or harm. Promotes a safe environment in both professional and academic settings.</p>

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Failure to meet the academic or core performance standard requirements as set forth in the student's handbook may render the student ineligible from continued matriculation and/ or from graduating the School of Social Work.

APPENDIX B

Student Academic Calendar-2019-2020

<http://www.barry.edu/registrar/academic-calendar.html>

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

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APPENDIX C

BARRY UNIVERSITY SCHOOL OF SOCIAL WORK

BSW Program of Study

Fall Courses

Spring Courses

Freshman Year	(I)	(3) SW 206 The Personal, Cultural, and Social Influences on Helping		(II)	(3) SW 203 Introduction to the Social Work Profession
		(3)			(3)
		(3)			(3)
		(3)			(3)
		(3)			(3)

Sophomore Year	(III)	(3) SW 323 Service Learning and Social Work Practice		(IV)	(3) SW 327 Ways of Knowing for Social Work Practice
		(3)			(3) SW 355 Human Development
		(3)			(3)
		(3)			(3)
		(3)			(3)

Junior Year	(V)	(3) SW 341 Organizational and Community Context in Social Work Macro and Policy Practice: Poverty, Oppression and Trauma		(VI)	(3) SW 417 Models of Intervention in Clinical Social Work Practice
		(3) SW 393 Direct Practice I			(3) SW 493 Direct Practice II
		(3)			(3) SW xxx Social Work Elective (SW _____)
		(3)			(3)
		(3)			(3)

Senior Year	(VII)	(3) SW 433 Introduction to Trauma and Resilience		(VIII)	(3) SW 497 Field Education II
		(3) SW 495 Field Education I			(3) PSY 413 Abnormal Psychology
		(3) PSY 325 Theories of Personality			(3) xxx Upper Division SW Elective (_____)
		(3) xxx Upper Division SW Elective (_____)			(3) xxx Upper Division General Elective (_____)

APPENDIX D

ONLINE ACCESS INSTRUCTIONS FOR STUDENTS

The communication system within the School of Social Work is **electronic**. All correspondence from the School will be via <http://mymail.barry.edu>. Students are encouraged to **check their school mymail account on a regular basis** for important School information and updates.

Access your personal emails via mymail.barry.edu (this email is lifetime)

You can do this within mymail.barry.edu.

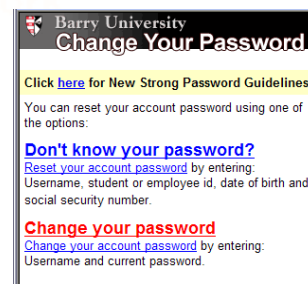
User name and password:

In order to successfully login to e-mail and other network resources, please do the following.

1. Verify your username by visiting <http://webmail.barry.edu/username.asp>.
2. Reset your password by visiting <http://doitapps.barry.edu/password/default.htm> and clicking Don't Know Password.
3. After resetting your password wait a minute or two.
4. Try logging into <http://access.barry.edu>.
5. If you are unable to login, please contact the [IT Support Desk](#) at: 305-899-3604 or <http://help.barry.edu>

Accessing E-mail:

Students will need to access e-mail by visiting <http://access.barry.edu>.



Logging In

You will need to login to the following using **username@mymail.barry.edu**, as using only the username will not work

1. PC's in the computer labs
2. E-mail
3. The wireless network. If your laptop has already been configured to connect to the wireless network, it will need to be reconfigured to allow you to enter your new e-mail address as the username.

All other web pages should require only your username, firstname.lastname, such as logging into WebAdvisor and Blackboard. However, if only using your username does not work, try using username@mymail.barry.edu.

All student records are entered via the School's **online system**.

[HTTP://DOITAPPS.BARRY.EDU/SSWRECORDS](http://DOITAPPS.BARRY.EDU/SSWRECORDS)

To access this electronic online record, under the Field Education link on the left, click on Forms; when filling in information, don't forget to hit the submit/save button. This will then save the information in the system.

The following Field Education documents are to be completed online: Field Application, Professional Development Statement, Field Placement Schedule, Field Placement Timesheet, and Professional Development Log

All other documents, e.g., Learning Contract and Midterm and Final evaluations are to be downloaded and printed from the Field Education Manual CD or Blackboard - Student Repository – Field Education Manual.

Access the electronic online records program, under the Field Education link on the left, click on Forms, click on **Field Application, Professional Development Statement**. After submitting the Field Application and uploading the Professional Development Statement, call Ms. Sheryl Sullivan, Field Education Administrative Assistant III at 305-899-3906 for an interview appointment.

You will then be able to view and verify the Schools receipt of the online information by going in and reviewing your file in the online records system. If you need assistance with any of these procedures, contact Ms. Sheryl Sullivan at 305 899-3906-Powers Hall-Room 122.

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WELCOME

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