



**Robert Stempel College  
of Public Health  
& Social Work**

# **SCHOOL OF SOCIAL WORK UNDERGRADUATE PROGRAM HANDBOOK Bachelor of Science in Social Work (BSSW)**

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## **BSSW PROGRAM MISSION STATEMENT**

The BSSW program educates students in generalist social work practice with individuals, families, groups, organizations, and communities based on innovative research, collaborative engagement, and culturally responsive frameworks. Grounded in social work values and ethics, the program prepares students to promote human and community well-being, social, racial, economic, environmental justice, and equity for diverse communities.

## **Administration**

**Mary Helen Hayden, Ed.D, LCSW, DCSW**  
Director and MSW Coordinator  
Florida International University

**Jennifer Abeloff, MSW, MS**  
Associate Director and BSSW Coordinator  
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Washington University in St. Louis

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## **Faculty Holding University Administrative Appointments**

**Andres G. Gil, Ph.D., MSW**  
Professor and Vice President for Research  
University of Miami

**Rosa Jones, DSW, LCSW**  
Founding Professor and Vice-President Emeritus for Student Affairs  
Howard University

## **Administrative Staff**

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Office Manager

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Senior Program  
Coordinator for  
Community  
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**Kelly Sydnor, MSW**  
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## **Faculty**

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Florida Atlantic University

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Professor, Director FIU-CBRI  
University of Pittsburgh

**Courtney Wilson, Ph.D., MSW**

Assistant Professor  
University of Central Florida

## **I. FLORIDA INTERNATIONAL UNIVERSITY**

Florida International University is a comprehensive, multi-campus urban research institution which is committed to providing both excellence and access to all qualified students desiring to pursue higher education. The University was established by the Florida State Legislature on June 22, 1965. It is a member Institution of the State University System of Florida. Classes began at the University Park Campus on September 19, 1972, with an initial enrollment of almost 6,000 upper-level undergraduate and graduate students. The Biscayne Bay Campus in North Miami opened in 1977. In July 1981, the Legislature funded the University to become a four-year institution and in August, 1981, the first freshman class was admitted. In 2014, the enrollment grew to over 54,000 students.

## **II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK**

The School of Social Work is housed within the Robert Stempel College of Public Health & Social Work, accredited by the Council on Education for Public Health (CEPH). Stempel College is unique among the nation's accredited schools of public health in its interdisciplinary structure which combines the five major disciplines of public health in partnership with the disciplines of nutrition, dietetics, and social work. This special blend of disciplines and programs afford students with the opportunity to better explore and understand the interrelatedness of social, biological, environmental, and cultural determinates of health and well-being. Stempel College strongly strives to reflect the diversity of the greater community to maximize its understanding and effectiveness in providing cross-cultural health and mental health services in today's heterogeneous mix of cultures and languages. All students in the College are required to be grounded in basic public health knowledge.

## **III. SCHOOL OF SOCIAL WORK**

The Social Work Program was established in 1972, when the University began offering academic programs. The School offers undergraduate and graduate studies leading to the bachelor's (BSSW) and master's (MSW) degrees in Social Work and offers a Doctor of Philosophy (Ph.D.) in Social Welfare. The BSSW program was one of the first degree program offerings in the University. The BSSW program has been accredited since July 1974 by the Council on Social Work Education (CSWE). The MSW degree program has been offered since August 1981 and received full accreditation status in April 1986 by CSWE. The School is located on the Modesto A. Maidique Campus.

The School of Social Work offers programs of professional study which prepare graduates to work effectively in complex human service organizations. These organizations may be in governmental and voluntary settings within the community, regional, state, and national systems. Emphasis is placed on achieving a comprehensive, developmental, and community-oriented understanding of problems, issues, alternatives, and needs of an urban society faced with rapidly changing social, political, economic, and cultural conditions.

Educational opportunities offered in the BSSW program are designed to prepare students for

generalist social work practice working with individuals, families, groups, communities, and organizations. The BSSW degree also prepares students for entrance into graduate schools of social work and for participation in society as informed citizens.

Many graduate schools of social work give advanced standing to students with a bachelor's degree in the field. At FIU, qualified students with a BSSW degree may enter the graduate program with advanced standing and complete their MSW program of study with a minimum of 31 credits.

The program received full unconditional reaccreditation from the Council on Social Work Education, the national accrediting body, in the spring of 2016. The educational policy statement of the Council on Social Work Education can be accessed at [www.cswe.org](http://www.cswe.org).

#### **IV. SOCIAL WORK AS A PROFESSION**

Social work is an action-oriented profession which challenges many thoughtful people who are sensitive to the complex problems facing individuals and communities in modern society. The social work student seeks to acquire both knowledge about man and society and skills in helping people use their own resources - individual, familial, community - in meeting their needs.

Social workers are employed in a wide variety of public and voluntary community agencies - welfare departments, family and children's agencies, group-serving agencies, hospitals, courts, community-development programs, housing authorities, etc. The holder of the bachelor's degree in social work is eligible for many entry-level positions in such agencies.

#### **V. UNDERGRADUATE SOCIAL WORK PROGRAM**

The undergraduate social work program offers an integrated educational experience that combines the theoretical and the practical. It is designed to prepare the student for beginning generalist practice in social work and for participation in society as an informed citizen.

A typical student begins taking upper-division social work courses after having earned two years of college credit (60 semester hours) and completes the social work degree requirements in two additional years of study, or the equivalent in part-time study. Upon completion of the program, the student receives the degree of Bachelor of Science in Social Work (BSSW).

A full-time social work student is eligible for student membership in the National Association of Social Workers. A graduate may become a regular member of the Association. Students are also invited to join the Student Social Work Association at the University and Phi Alpha Honor Society, the social work honor society.

#### **VI. BSSW PROGRAM GOALS**

The goals of the undergraduate program are derived from the BSSW program mission statement and are consistent with CSWE's Educational Policy.



The goals of the BSSW Program are to:

- A. Provide curricula for generalist practice that build on a liberal arts foundation and the person and environment construct.
- B. Educate students of generalist practice to identify with the social work profession grounded in its history, values, and science and to recognize, support, and build on the strengths and resiliency of all human beings.
- C. Prepare students to engage, assess, intervene with, and evaluate diverse and multi-cultural individuals, families, groups, organizations and communities in order to promote human and social well-being.
- D. Educate students to promote policies, services, and resource allocation in order to advocate for human rights and social and economic justice.
- E. Prepare students to develop and use critical thinking and apply ethical principles in their practice.
- F. Provide students with the ability to engage in research-informed practice, collaborative engagement, and be proactive in responding to the impact of context on professional practice.

## VII. CORE COMPETENCIES AND CORRESPONDING BEHAVIORS AND DIMENSIONS

The core practice competencies are designated in the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) by the Council on Social Work Education (CSWE). These competencies describe “the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice.” CSWE has broken down the competencies into 20 generalist behaviors, which “are observable components of the competencies”.

Core Competencies	Behaviors
<b>1 – Demonstrate Ethical &amp; Professional Behavior</b>	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
	2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
	3. Use technology ethically and appropriately to facilitate practice outcomes.
	4. Use supervision and consultation to guide professional judgment and behavior.
<b>2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	5. Advocate for human rights at the individual family, group, organizational, and community system levels.
	6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

<b>3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</b>	7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
	8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.
<b>4 – Engage in Practice-Informed Research and Research-Informed Practice</b>	9. Apply research findings to inform and improve practice, policy, and programs.
	10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use of quantitative and qualitative research to advance the purposes of social work.
<b>5 – Engage in Policy Practice</b>	11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. 12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
<b>6 – Engage with Individuals, Families, Groups, Organizations, and Communities</b>	13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
	14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
<b>7 – Assess Individuals, Families, Groups, Organizations, and Communities</b>	15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
	16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
<b>8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
	18. Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.
<b>9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	19. Select and use culturally responsive methods for evaluation of outcomes.
	20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## VIII. DIVERSITY, INCLUSION, EQUITY, AND JUSTICE

The School of Social Work is dedicated to promoting diversity, inclusion, equity, and justice. In coursework, fieldwork, as well as extracurricular activities and functions,

the School is committed to the ongoing work of integrating and teaching anti-racist/anti-oppressive practices. We expect our faculty, staff, and students to model these practices and uphold the values of inclusion, equity, and justice as per the standards of the NASW Code of Ethics, CSWE Competencies, and FIU's standards. We acknowledge that we are always a work in progress. To that end, the School has a Diversity, Inclusion, Equity, and Justice (DIEJ) Committee co-chaired by Professors Natalia Giordano and Victoria Gray. We encourage anyone with suggestions or concerns related to DIEJ to contact Profs. Giordano or Gray ([ngiordan@fiu.edu](mailto:ngiordan@fiu.edu)/[vgray@fiu.edu](mailto:vgray@fiu.edu)).

## IX. ADMISSION

### A. Requirements

1. Students entering FIU as freshmen:

Admissions criteria are the same as the general FIU criteria for freshmen.

2. Student entering FIU as Transfer students with less than 60 earned, approved credits

Admissions criteria are as follows:

- General FIU criteria for Transfer students with less than 60 earned, approved credits.
- Additional requirements specific to the School of Social Work:
  - For admission with fewer than 30 credits, the School of Social Work requires students to have a minimum cumulative GPA of 2.65 in your college-level courses.
  - For admission with 30 or more credits, the School of Social Work requires students to have a minimum cumulative GPA of 2.75 in your college-level courses and a “C” or higher in any pre-requisite taken (see below for list).
  - For admission with 45-59 credits, the School of Social Work **also** requires students to meet the criteria listed below under # 3.

3. Students transferring to FIU with 60 or more earned, approved credits

In addition to the general FIU Transfer Admissions criteria for students with 60 credits or more, the following criteria must be met:

For admission with 60 or more credits, the School of Social Work requires students to have a minimum cumulative GPA of 2.75 in your college-level courses and have completed one course in each of the following with a “C” or higher:

**Statistics** - STA 2023 or STA 2122 or other Statistics course.

**Biology with Human Content** - BSC 1005, BSC 2010, BSC 2085 or other Biology course with human content.

**Psychology** - PSY 2012 or DEP 2000 or other Psychology course.

**American Government** - POS 2041

**Economics** - ECO 2000, ECO 2013, or ECO 2023

**Sociology** - SYG 2000 or SYG 2010 or other Sociology course.

If you meet the FIU Admissions criteria for Transfer Students with 60 credits or more, but do not meet the above criteria, you will be admitted to FIU and placed in your second major choice.

The University Core Curriculum, foreign language, and the pre-requisite requirements in statistics, human biology with human content, and the required social sciences (psychology, sociology, economics and American government), must be completed prior to Block II. All other University Graduation Requirements, including global learning, must be completed before entering the field component of the program (Block III).

### B. Procedures

An application form and additional material may be obtained [online](#). Completed applications and supporting material, including official transcripts, must be received in the University Office of Admissions by deadline dates set by the Office.

## **X. DEGREE REQUIREMENTS BACHELOR OF SCIENCE IN SOCIAL WORK**

**The Handbook in effect when the student enters the social work program as a major governs their graduation requirements.**

### **A. General Requirements**

1. The candidate for the degree must complete the core curriculum requirements, as defined by the University. These requirements are specified in the University catalog. All students must complete a minimum of 8 semester hours in a foreign language or two years of the same foreign language in high school and the global learning requirements. In addition, students must meet the pre-requisites (with a minimum grade of “C”) of one 3-semester-credit hour college course in Human Biology, one course in Statistics, and one course from each of the following areas: Psychology, Sociology, Economics and American Government.

All students are required to obtain a copy of the FIU catalog upon admission. Students are referred to the catalog for specifics regarding admission, degree requirements and graduation requirements.

2. The degree candidate must have a minimum of one hundred and twenty (120) semester hours of credit, of which sixty (60) semester hours must be earned at the upper division level from an accredited institution. Normally, the last thirty (30) semester hours must be earned in residence at Florida International University. In addition, students who enter the Florida State University System with fewer than 60 credit hours are required to earn at least nine credit hours prior to graduation by attending one or more summer terms at a Florida state university.
3. Criteria for considering upper-level transfer credit include: a review of the prior educational institution's catalog description and syllabi of courses put forth for evaluation. Course syllabi are reviewed for the specific learning objectives, including which practice behaviors are addressed in the identified area. In review of social work courses, status of the prior institutions with CSWE is considered.

A "C" grade is required for a course to be considered eligible for transfer credit; and up to 15 credit hours normally can be transferred toward the degree at the discretion of the BSSW Coordinator. More than 15 upper-level transfer credits may be awarded by the BSSW Coordinator to those applicants who present a record of previous study in accredited programs acceptable for substitution, (for Program Admission Evaluation

form see Appendix A).

4. A grade-point average of at least 2.0 or higher in upper-division courses is required for continuance in the program and a 2.75 for admission into the practicum.

## **B. Course Requirements**

The B.S.S.W. degree candidate is required to take specific classroom courses in social work and in other departments to obtain the credits required for graduation, or a total of at least 60 credits in upper-division courses.

### **1. Required Upper-Division Courses for Social Work**

The sixty (60) semester hours of upper-division courses must include: fifty-one (51) semester hours in social work courses, including two consecutive Practicum courses totaling 14 semester hours; six (6) credits of upper-division electives\*; and three (3) semester hours in a required public health course (required as of summer, 2011). The social work, public health, and elective courses must all be completed with a “C” or higher. Both Practica courses must be completed with a “P”. All courses must be planned in sequence so that pre-requisites and co-requisites are fulfilled. For the complete list of course pre-requisites and co-requisites see Appendix B.

#### **Required courses for Social Work are:**

**SOW 3113 – The Social Environment & Human Behavior I**

**SOW 3100 – The Social Environment & Human Behavior II**

**SOW 3232 - Social Welfare Policy and Services I**

**SOW 3233 - Social Welfare Policy and Services II**

**SOW 3203 - Introduction to Social Work Practice**

**SOW 3313 – Social Work Practice with Families and Individuals**

**SOW 3350 – Interviewing Techniques Lab**

**SOW 3403 – Social Work Research**

**SOW 3620 - Social Work and Human Diversity**

**SOW 4322 – Social Work Practice with Groups**

**SOW 4332 – Social Work Practice with Communities and Organizations**

**SOW 4511L - Practicum I**

**SOW 4522 – Field Seminar I**

**SOW 4512L - Practicum II**

**SOW 4523 – Field Seminar II**

**PHC 3101- Introduction to Public Health**

#### **2 Electives\***

**\*Upper-Division Electives.** The degree candidate must complete six (6) credits of additional upper-division courses in social work or in other related departments with a grade of “C” or higher. Students have a wide range of courses from which they may select those most relevant to their special interests or career objectives. The advisor is prepared to help students choose appropriate electives. Appropriate electives include upper-level courses that support and reinforce the social work major. Subject areas may

include sociology, psychology, health services, criminal justice and women's studies courses. The advisor must approve electives. **Freshmen and sophomores** in the social work major may consider pursuing a minor in an area related to social work if they have 15 general elective credits available prior to attaining 60 credits. A request for minor form must be approved by the BSSW Coordinator.

The School of Social Work does not grant social work course credit (including field) for life experience or previous work experience.

2. **Courses in other departments.** Entering students who have not completed all admission pre-requisites may need to take one or more courses in other departments. Statistics, biology with human content, and courses in psychology, American government, sociology and economics are required.
3. A **Professional E-Portfolio** will be completed and submitted during the last semester of the program as a requirement in SOW 4523 Field Seminar II. The student's E-Portfolio must receive a minimum passing score (at least an "acceptable") to pass SOW 4523 and graduate with a BSSW. Please see [E-Portfolio Guidelines for BSSW Students](#) for more information.

#### **4. Certificate in Child Welfare Practice**

An Undergraduate Certificate in Child Welfare is offered by the School. Students may choose to pursue this Certificate during their program of study. Students must make an appointment with the Undergraduate Advisor and obtain approval prior to the electronic submission to pursue the Certificate.

The Certificate in Child Welfare Practice provides BSSW students with the specialized skills, knowledge, and practice competencies to carry out services for the care and protection of children. Students will be prepared to meet the critical service needs of Florida's children and families.

- a. Students will receive the necessary knowledge and skills to effectively assess and intervene with vulnerable children and families.
- b. Students will receive direct practice experience with an agency in the child welfare field.
- c. Students will receive a Certificate in Child Welfare Practice (BSSW only, Application required).

#### **Program Requirements**

- a. Students eligible for this program must be fully admitted into the Social Work BSSW program.
- b. Student must complete required application
- c. Student must inform the Office of Field Education of participation in Child Welfare Certificate

#### **Required Courses**

- a. SOW 4654 - Child Welfare Practice: Assessment and Planning
- b. SOW 4658 - Mental Health Services for Children & Adolescents in Child Welfare
- c. Two consecutive field internships in a child welfare agency (SOW 4511L and SOW 4512L). Students must inform the Office of Field Education of participation in the child welfare certificate.

## **XI. FIELD EDUCATION**

The BSSW curriculum has been developed to prepare students for entry level generalist practice. The field work experience, along with the classroom experience, provides students with an orientation and practice in the delivery of services. In the classroom, social work students center their attention on words, ideas, and descriptions of relationships. The relationship between study and life remains a tenuous one until the student can work in the field under the guidance and supervision of an experienced social worker.

The field component of the undergraduate program is organized into two required consecutive placements (SOW 4511L - Practicum I and SOW 4512L - Practicum II) and seminars (SOW 4522 - Field Seminar I and SOW 4523 - Field Seminar II). The two required placements and seminars are taken in the student's senior year after *successful completion of all University graduation requirements (including University Core Curriculum, foreign language and global learning)* and the following pre-requisite requirements for the School of Social Work.

### **A. Pre-Requisite Requirements**

Completion of one college level course with a minimum grade of "C" in: statistics, one course in human biology with human content, psychology, sociology, economics and American government and successful completion (a grade of "C" or better) of the following core courses in the School of Social Work/Robert Stempel College of Public Health & Social Work:

SOW 3113 – The Social Environment and Human Behavior I  
 SOW 3100 – The Social Environment and Human Behavior II  
 SOW 3203 – Introduction to Social Work  
 SOW 3232 – Social Welfare Policy and Services I  
 SOW 3233 – Social Welfare Policy and Services II  
 SOW 3313 – Social Work Practice with Families and Individuals  
 SOW 3350 – Interviewing Techniques Lab  
 SOW 3403 – Social Work Research  
 SOW 3620 – Social Work and Human Diversity

In addition, the student must maintain a minimum cumulative GPA of 2.75 *by the date of application to the field*. Students are also expected to demonstrate readiness for field



practicum experience.

## **B. Course Requirements**

Both mandatory consecutive field placements require a total of 256 clock hours each semester (16 hours per week in fall/spring and 21.5 hours per week in summer) or 512 hours total. This exceeds the minimum of 400 hours CSWE requires for undergraduates. Specific scheduling of the weekly requirement of hours is coordinated between the student and Field Educator. In addition, students are required to attend biweekly seminars each semester. **All students will remain at the same agency for both field placements.**

Concurrent with the first and second field placement, students take a three (3) credit hour methods of social work practice course each semester. The first course focuses on working with groups and the second course on communities and organizations.

Students in the first field placement concurrently take:

SOW 4511L –Practicum I

SOW 4522 – Field Seminar I

SOW 4322 – Social Work Practice with Groups

Students in the second field placement concurrently take:

SOW 4512L –Practicum II

SOW 4523 – Field Seminar II

SOW 4332 – Social Work Practice with Communities and Organizations

*Please note: Students must take PHC 3101, Introduction to Public Health, prior to graduation.*

**No field education credit is given for life experience or previous work experience.**

Under no circumstances is a student to make arrangements for their own placement. Any suggestions for future placement opportunities can be directed to the Office of Field Education for determination of eligibility.

Please note that students do not automatically receive field placements simply by virtue of being enrolled in the program. **Applications must be submitted by 11:59 p.m. on the following dates:**

**Fall Semester – May 5<sup>th</sup>**

**Spring Semester – September 5<sup>th</sup>**

**Summer Semester – January 5<sup>th</sup>**

NOTE: Because plans must be made well in advance, applications that are late or incomplete will not be accepted and may delay entrance to field for a period of at least one

semester. No paper copies will be accepted.

To apply for field, students must e-mail the Program Coordinator for the Office of Field Education at [sowpracticum@fiu.edu](mailto:sowpracticum@fiu.edu) with their name, level of practicum to which they are applying, Panther ID, and FIU e-mail address no later than 12 pm (noon) on the date of the application deadline. They will then receive a password and instruction for IPT via FIU e-mail (all e-mail communication with students from that point on will be via FIU e-mail).

**Important Placement Rules:**

1. Students may not be placed in agencies where they have volunteered or worked in the past.
2. Students interested in a placement where they are employed must complete an additional application (the Employment Setting Practicum application). That application **MUST** be requested from the Office of Field Education no later than 24 hours after the mandatory field orientation and submitted no later than a week after the mandatory field orientation.
3. Evening/late-afternoon and weekend placements are extremely limited. The Office of Field Education will hold a lottery for students needing such placements. Although every effort will be made to accommodate full-time working students, those students requesting such placements may be required to postpone practicum until such time as an evening placement becomes available or readjust their schedules to accommodate a weekday, daytime placement. **The School of Social Work is under no obligation to provide evening and weekend placements.** Consequently, practicum placement cannot be guaranteed to students who require evening and weekend placements, and **all students must have at least 8 weekday, daytime hours available per week during their practicum experience in order to meet education requirements at the agency.**

The BSSW Field Coordinator reviews each application and e-mails the students via their FIU e-mail of acceptance or denial. If the student is accepted, the student receives directions on how to proceed in the placement process, including links for the online orientation and scheduling their interview with a coordinator. Accepted students must watch a mandatory, online field orientation. Students watch the online orientation during the dates provided by the Office of Field Education. Each student must also schedule a zoom or face-to-face interview with field faculty after watching the orientation. BSSW students meet individually with the Field Faculty to discuss specific placement possibilities. After these interviews, students are notified of their agency assignment by e-mail and proceed to scheduling a pre-placement interview with the provided agency contact. Once the students are accepted at the placement, they must provide the Office of Field Education with a Confirmation of Placement form.

Whenever possible, the Office of Field Education attempts to arrange a placement which considers the student's preferences as indicated on their field application. However, this may not be possible in all cases. *Students may not refuse a placement assignment for non-educational reasons after the Office of Field Education has determined that the agency offered to the student for the pre-placement interview is the best possible match for the student's learning.* Service areas available to students include child welfare/family agencies, elderly services, healthcare, mental health, developmental disabilities, addictions, and the justice system.

While the field serves many purposes, a major function of the field practicum is to serve as an evaluation tool for the student's suitability for a career in the social work profession. The field placement evaluation process, which begins on the first day the student is in an agency, should be an ongoing, shared appraisal of performance so that written evaluations reflect material previously discussed between the student and the Field Instructor/Educator.

All written evaluations will be signed by the student. The signature indicates only that the student has read the evaluation. The student may respond to the written evaluation to point out areas in which there may be disagreement. The student should print and keep a copy of any written evaluation. A negative evaluation of field performance may result in the student not being able to continue in the social work program.

For more information about the Field Application process and the field placement, please refer to the [BSSW Field Education Manual](#).

## **XII. OUTCOME MEASURES**

In order to provide a comprehensive and continuous program assessment, the School has adopted an assessment model with a focus on student learning outcomes. The model contains methods of assessing the outcomes in relation to the competencies and practice behaviors of the program.

For the baccalaureate program, the CSWE measures are the Final Field Evaluation (completed by Field Instructor/Educators), and the Professional Social Work E-Portfolio. The competencies and practice behaviors of the program are directly linked to the Field Instructor Evaluations completed on each student by their Field Instructors at the end of each semester. The Professional Social Work E-Portfolio similarly links learning products from the curriculum to the core competencies. A Student Exit Survey is also used for feedback regarding the Program.

## **XIII. THE PROFESSIONAL SOCIAL WORK E-PORTFOLIO**

The Professional Social Work E-Portfolio links assignments from throughout the curriculum with the competencies, including students' discussions of the connection between the assignments and competencies as well as the connect between their field practicum experience and the competencies. The students also complete their summative reflection with a discussion of their students' experience in the program and progress on their goals. Students complete the E-Portfolio during their last semester of the Program, submitting it in Field Seminar II (SOW 4523). **Students must pass the E- Portfolio to pass Field Seminar II (SOW 4523) and graduate.**

Panels of faculty complete the grading. They check for the assignments and field experience discussion and their correspondence to a competency but do not re-evaluate the

assignments. The panels use the [E-Portfolio Assessment Rubric](#) to evaluate the e-portfolios. For each competency, the panelists' scores will be averaged. The final score will be based on the total summary score and any averaged score below a "3" will be noted. To graduate, students must pass the e-portfolio (receive at least a total summary score of 27 or more and only one score below 3 on one competency). If a student does not pass the e-portfolio, the student must revise and re-submit it by approximately week ten in fall/spring and week six for the summer. The e-portfolio will then be reviewed again. If the student still does not pass the e-portfolio, the student will be assigned a mentor and given a third opportunity to revise and submit the e-portfolio by week fifteen in fall/spring and week eleven in summer. Students who do not pass the portfolio after a third attempt will receive an "F" in SOW 4523 and not be able to graduate from the social work major. Students may be referred to a Student Review Committee if deemed appropriate.

Please see [E-Portfolio Guidelines for BSSW Students for more information.](#)

#### **XIV. GRADES AND RECORDS**

The grading system in effect in the social work program is:

GRADE		GRADE		GRADE	
A	4.00	B-	2.67	F	0
A-	3.67	C+	2.33		
B+	3.33	C	2.00		
B	3.00	D	1.00		

except for the two field work courses, which are approved for P (Pass) or F (Fail) grades only.

Student grades and other evaluations of performance are confidential. Instructors are not permitted to post grades by name or student identification number.

Students who wish to have reference letters sent on their behalf must submit requests in writing. Upon request, they may obtain copies of any reference material in their files.

##### **A. Dean's List**

Any undergraduate student who earns a semester average of 3.5 or better on 9 or more hours of course work for which grade points are earned, is placed on the Semester Dean's List. This achievement is noted on the student's semester report of grades and permanent academic record (transcript).

##### **B. Academic Warning, Probation and Dismissal**

**Warning:** A student whose cumulative GPA falls below a 2.0 will be placed on WARNING, indicating academic difficulty.

**Probation:** A student on WARNING whose cumulative GPA falls below 2.0 will be placed on PROBATION indicating serious academic difficulty. The College/School of the student on PROBATION may appropriately communicate conditions which must be met in order to continue to enroll.

**Dismissal:** A student on PROBATION whose cumulative and semester GPAs fall below a 2.0 will be automatically dismissed from their program and the University. The student has ten (10) working days to appeal the dismissal decision. This appeal must be made in writing to the Dean of the College/School in which the student is admitted. If the student's appeal is denied, the dismissal from the University is for a minimum of one year. After one year, the student may apply for readmission to the University in the same or a different program or register as a special student.

### **C. Final Examinations**

Final course examinations will be given during the week following the last day of classes during each semester. The summer semesters do not have final examination periods. The final course examinations for summer may be given at the discretion of the faculty member teaching the course.

## **XV. ADVISEMENT**

Upon admission into the program, all BSSW students are assigned a faculty advisor who provides professional advising to students. Faculty advisors are available during registration periods and during their office hours to answer questions about possible types of field experience and to help students consider their plans for employment or graduate study.

In addition, the School of Social Work has a full-time advisor for undergraduate students. This advisor is involved in orientation and recruitment and serves as the primary academic advisor for all undergraduate social work students. Students should use the Panther Success Network to request appointments with the Academic Advisor. Students also can contact the academic advisor at 305-348-4415 or [sjenkins@fiu.edu](mailto:sjenkins@fiu.edu). Students can also plan their progress on the interactive Major Maps, the semester-by-semester academic plan designed for a timely graduation. Panther Success Network also alerts students and advisors if a student is off track. This tool provides students with opportunities to plan courses that will put students back on track. In addition, the Panther Success Network includes a record of advising notes that both students and advisors may view at any time. Students can access the Network by logging into [MyFIU](#) with their Panther ID and My Accounts Password. Once logged in, click on the **Academic Advising** tile, then click on the **Success Network** tile, and finally click on the button labeled **Go To Panther Success Network**. Major Maps can be accessed at <http://mymajor.fiu.edu>.

## **XVI. CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE**

### *Ethical Community Membership*

The FIU School of Social Work, including the BSSW Program, is an ethical community. The

guiding principles central to our ethical community and ensuring professional competence by all social work students are the Council on Social Work Education's (CSWE) nine (9)

competencies; adherence to a set of values, principles, and ethical standards universally accepted by the social work profession and set forth by the [National Association of Social Workers](#) (NASW); and the standards set forth in the [FIU Student Conduct and Honor Code](#). Our faculty, staff, administration, and students choose to be a part of the ethical community. As such, all incoming students must commit to uphold these principles by taking the [School of Social Work's Student Honor Pledge](#).

Students are expected to complete all academic and nonacademic requirements for the Social Work Program in the preparation for professional practice. Issues can arise regarding student academic performance or nonacademic conduct that may result in a review of the student's situation and their continuing progress in the Social Work Program. Both academic and professional performance issues may also be potential violations of the ethical community's guiding principles and result in an initiation of the Student Review and Termination Procedures.

## **1. Academic Performance & Misconduct**

### **Criteria for Academic Performance Review**

Inability, unwillingness, or failure to meet academic requirements may result in the initiation of the Student Review and Termination Procedure. Engagement in academic misconduct as defined by the University in the [Student Conduct & Honor Code](#) will result in a required meeting with the involved faculty and BSSW Program Coordinator and/or a formal complaint to the Office of Student Conduct and Academic Integrity. Such misconduct may also result in an initiation of a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well as a violation of the ethical community's principles, specifically as they violate the National Association of Social Workers' Code of Ethics (see XV #2).

The following academic performance issues meet the criteria for Academic Performance Review but are not considered to be inclusive or exhaustive of possible student issues:

- a. Plagiarism, cheating, or any other form of academic misconduct as defined by the University in the [Student Conduct & Honor Code](#).
- b. Failure to maintain a 2.75 GPA (BSSW) or more than one semester of academic probation.
- c. Failure to follow course sequencing as scheduled and/or advised unless other arrangements were made and approved in writing by the BSSW Program Coordinator or Director of the School.
- d. A failing grade for any semester of the field practicum.

## **2. Professional Performance**

As part of an ethical community, students are expected to demonstrate professional conduct and attitudes in all parts of the Social Work Program. Possible professional performance issues include, but are not limited to, conduct that is inconsistent with or a violation of the Code of Ethics of the National Association of Social Workers and/or the University's Student

Conduct & Honor Code as well as a failure to meet the CSWE core competencies.

### **Criteria for Professional Misconduct Review**

Inability, unwillingness, or failure to meet generally accepted professional guidelines of professional conduct, personal integrity, or emotional stability may result in the initiation of the Student Review and Termination Procedure. The following professional performance matters include, but are not limited to, inappropriate or disruptive behavior toward colleagues, faculty, staff, Field Instructors, clients or others within the social work program, university, field placement, or affiliated organizations.

- a. Inability, unwillingness, or failure to:
  1. Respect and/or promote the clients' right to self-determination.
  2. Provide clients with the opportunity for informed consent.
  3. Provide services within the boundaries of their competence, utilizing supervisory consultation as guidance.
  4. Respect human and cultural diversity.
  5. Respect clients' right to privacy and confidentiality in accordance with professional ethics, Florida statutes, University, or agency policy.
  6. Treat fellow students, colleagues, supervisors, or Educators with respect.
  7. Maintain the confidentiality of fellow students, colleagues, supervisors, or educators.
  8. Use practice skills or interventions that fall within the range of accepted and relevant practice.
  9. Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities, and attributes essential for professional social work practice.
  10. Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by Florida statute.
  
- b. Engaging in unethical and/or unprofessional behavior that may include (but is not inclusive):
  1. Entering into a dual relationship with clients or failing to disclose a conflict of interest.
  2. Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.
  3. Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.
  4. Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or Educators.
  5. Exploitation of clients who lack the capacity to make informed decisions.
  6. Not taking adequate steps to address or remedy personal problems, psychosocial distress, substance abuse, or mental health impairment that interfere with practice effectiveness or classroom learning.



7. Unethical or criminal conduct that interferes with competent performance as a social work practitioner or may potentially compromise the safety of others or client services.
8. Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
9. Acts or threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors, or Educators; or acts which may threaten the safety of same.
10. Failure to comply with all agency and School of Social Work policies and procedures (e.g., physicals, drug screens, liability insurance, dress and appearance codes, immunizations, and criminal background checks).
11. Inappropriate use of technology (social network sites, online chatting, e-mail, texting, telephone, databases, video etc.)

## **XVII. STUDENT PROFESSIONAL AND ACADEMIC MISCONDUCT PROCEDURES**

### **A. Professional Misconduct Procedures**

A student, client, supervisor, field instructor, colleague, or faculty member who observes or has knowledge of any of the above professional performance issues or any other behaviors which appear to interfere with professional social work education or practice and/or violate the principles of our ethical community, may bring the issues to the attention of the Director of the School of Social Work.

#### **1. The Process**

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.
- c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
- d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with their personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the

student to the committee. Staff or faculty of the School of Social Work may not serve as the advocate.

- e. The Student Review and Termination Committee meeting will convene, and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- f. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:
  - A determination that the matter is so egregious as to warrant immediate termination from the Program;
  - Referral of the matter to the BSSW Program Coordinator or BSSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
    - A timeline will be developed for completion of the plan
    - The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the Director of the School of Social Work
    - The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements
    - If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.
    - This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress
- g. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the Associate Dean of Academic Affairs of the Robert Stempel College of Public Health & Social Work. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

**\*\* If the matter has occurred in the field, please refer to the BSSW Field Manual's section on *Problem-Solving in Field Placement* and follow the steps for *Field Instructor Identifies a Concern*.\*\***

## **B. Academic Performance & Misconduct Procedures**

For issues related to academic misconduct, as defined by the University's [Student](#)

[Conduct & Honor Code](#), the School follows the University process as outlined in the [Student Conduct & Honor Code](#). Prior to initiation of the University process, the BSSW Program Coordinator and involved faculty will meet with the student. The School may also initiate a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well due to their violation of the National Association of Social Workers' Code of Ethics (see XV #2).

For all other academic performance issues, as defined in section XI of this manual:

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.
- c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
- d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with their personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee.
- e. The Student Review and Termination Committee meeting will convene, and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- f. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:
  - A determination that the matter is so egregious as to warrant immediate termination from the Program;
  - Referral of the matter to the BSSW Program Coordinator or BSSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
    - A timeline will be developed for completion of the plan
    - The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the Director of the School of Social Work
    - The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements

- If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.
  - This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress
- g. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the Associate Dean of Academic Affairs of the Robert Stempel College of Public Health & Social Work. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

### **C. Student Review and Termination Committee Membership**

The membership of the Student Review and Termination Committee is determined by the Director of the School of Social Work using the following guidelines:

- a. The Associate Director or designee will serve as the chair to the Committee.
- b. The BSSW Field Education Coordinator or designee and a member of the Field Advisory Committee or an agency field instructor will serve on the committee if a field practicum issue is brought to the Committee.
- c. A student representative from the School of Social Work in the BSSW program will serve on the committee.
- d. A faculty member from the School of Social Work will serve on the Committee.

### **D. Reinstatement after Termination**

A student whose enrollment in a degree program has been terminated because of a recommendation by a Student Review and Termination Committee may request reinstatement in the degree program. The request must be initiated at least one year after the student's termination from the program. To request reinstatement, the student should write a letter to the Director of the School of Social Work, indicating (1) when the student was terminated, (2) the reason(s) for the termination, and (3) the reason(s) why the student believes that they should be reinstated to the degree program. The Director will review the request and if at least one year has passed since the student was terminated, refer the request for reinstatement to the BSSW Coordinator, who will appoint a Reinstatement Committee to consider the student's request for reinstatement.

The composition of the Reinstatement Committee will be the same as the composition of a Student Review and Termination Committee outlined above. Within ten (10) working days of receiving notice from the Director, the Reinstatement Committee will meet with the student, following the procedures for the Student Review and Termination Committees above. The Committee can recommend reinstatement to the degree program, with or

without a remediation plan, or the Committee can deny reinstatement. The Committee will base its recommendation on (1) the student's understanding of the reasons for her or his termination from the program, (2) the steps the student has taken to remediate the problem(s) that resulted in termination, and (3) the Committee's judgment of the student's potential for completing the degree program. Within five (5) working days after the meeting with the student, the committee will make a recommendation to the Director, who may accept or reject the recommendation of the Committee.

The Director's decision may be appealed as outlined in the Student Review and Termination Procedure Process above (h– i).

## **XVIII. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURE**

### **A. Academic Grievances**

The Program's definition of academic grievances follows that of the University. The procedure similarly follows the model of the University (<http://integrity.fiu.edu/grievances.html>). The following grievance procedure must be followed:

1. Undergraduate students must attempt to resolve informally an academic grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.
2. If the matter is not resolved in the informal meeting or the instructor/chairperson/director cannot be reached, the student will meet with the Director of the School or Associate Dean of the College (for complaints against the Director). The informal grievance process is terminated at the departmental level. The student and the instructor or Associate Dean shall formalize a mutually agreeable resolution through a notation in the student's file that is initialed.
3. If the matter is not resolved at the informal level, the student may follow the formal academic grievance procedures of the University:
  - A written complaint must be filed within 15 business days of the date

the informal resolution process ends or within 20 business days after classes begin in the semester following that in which the complaint arose—whichever is later.

- The Faculty Fellow of Academic Integrity and the Chairperson of the UE/G Grievance Committee will review the complaint to determine whether it falls within the scope of the UE/G Academic Grievance policy and whether a formal hearing is warranted.
- If the complaint does not fall within the scope, the student is notified in writing.
- If the complaint does fall within the scope of the policy, it is referred to the UE/G Academic Grievance Committee (see <http://integrity.fiu.edu/grievances.html> for further details).

***\*For any academic grievances that do not fall under the University’s policy, students may refer to the grievance procedure for professional conduct grievances.\****

## **B. Professional Performance Grievances**

Any student grievances that do not fall under the University’s definition and policy for academic grievances can be addressed through the following professional grievances policy of the School of Social Work:

1. Undergraduate students must attempt to resolve informally a professional grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.
2. If the matter cannot be resolved, or if the person with whom there is a complaint cannot be reached, the student may make a written appeal to the School’s Director within ten days of the failure to resolve the matter informally. Complainants against the School Director should go to step #7. The written appeal should include a description of the nature of the issue and a summary of previous resolution efforts. The Director of the School will meet with the student and faculty member in an attempt to resolve the grievance. Possible actions by the Director may include but are not limited to:
  - Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee;

- Upholding the decision of the faculty member (student may appeal this decision by progressing to step #7).
3. If the Director refers the appeal to a Student Review and Termination Committee, the Committee will arrange for a meeting with the student to address the appeal within ten working days of notice by the Director. Members of the faculty involved with the identified issue may be requested to meet with the Student Review and Termination Committee.
  4. The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with their personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but their personal advocate or advisor may not speak for the student or represent the student to the Committee.
  5. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School of Social Work within five working days of the meeting.
  6. Written notification of the Director's decision will be sent to the student within ten working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director may include but are not limited to:
    - Upholding the decision
    - Remediation of the problem.
  7. If satisfaction is not achieved at this level or the complaint was against the School Director, the student may file a written appeal to the Associate Dean of Academic Affairs of the College. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

***\*\*If the issue is field related, the following informal resolution procedure should be followed\*\*  
(replacing step #1 above):***

- **Any grievance related to the field internship should follow *the Problem-Solving in Field Placement* steps in the BSSW Field Manual.**
- **If the problem is unresolved using those steps, the student should refer back to #2 above.**

**Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University by reviewing the *FIU Student Manual* and related websites.**

## **XIX. STUDENT ORGANIZATIONS AND PEER SUPPORT**

Social work students are encouraged to participate in the various organizations listed in the University Catalog.

The Student Social Work Association (SSWA) is the organization for social work students. It has served as an important means by which student opinions may be conveyed to members of the faculty. SSWA representatives are invited to observe faculty meetings and to participate in committee work.

Phi Alpha Honor Society (Delta Iota Chapter) is a chapter of the National Phi Alpha Honor Society for social work. Undergraduate Students are eligible to apply for membership after they have met the following criteria: completed at least nine (9) credit hours of social work courses, maintain a 3.0 overall GPA and a 3.25 for social work courses, are a member of SSWA and earn at least seven (7) service points per semester. Membership applications and information are available in the School's office and from the School's website.

The School offers peer support opportunities for all social work students. The following groups are active:

- The Social Work Student Community Group (contact Victoria Gray at [vgray@fiu.edu](mailto:vgray@fiu.edu))
- Black Social Work Student Voices Group (contact Sheila Jenkins-Boone at [sjenkins@fiu.edu](mailto:sjenkins@fiu.edu) or Kelly Sydnor at [ksydnor@fiu.edu](mailto:ksydnor@fiu.edu))
- LGBTQIA+ Peer Group (contact Jennifer Abeloff at [abeloffj@fiu.edu](mailto:abeloffj@fiu.edu) or Shedrick Boren at [sboren@fiu.edu](mailto:sboren@fiu.edu))

## **XX. DISABILITY SERVICES**

The School of Social Work complies with the Americans with Disabilities Act, the 1973 Rehabilitation Act, Section 504, and the Florida Equity Act in providing auxiliary aids and services to persons with disabilities. The School of Social Work is dedicated to providing the highest quality of education to all students and will provide accommodations needed for special access for persons with disability.

The Disability Resource Center (DRC) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in



person in GC 190 at MMC or in WUC 131 at BBC campus.

## **XXI. LIBRARY**

The University has libraries at both Biscayne Bay and MMC as well as full access to databases, books, and journals online. For more information, please go to <https://library.fiu.edu/>.

## **XXII. GRADUATION CHECK AND APPLICATION FOR GRADUATION**

Students are encouraged to review their requirements and progress in the program via their Panther Degree Audit (PDA) on their student dashboard. Students should periodically review their PDA with the Academic Advisor.

The student nearing graduation should check the catalog and/or the Office of Registration for the deadline date for application for graduation. The Undergraduate Program Coordinator certifies the student's record for graduation during the last semester in residence.

All students who enter into the State University System with fewer than 60 credit hours are required to complete at least 9 credit hours for one or more summer terms. Students are responsible for meeting this requirement.

A graduating student may apply for academic honors based on their cumulative grade-point average (GPA). Requirements are as follows:

To graduate Cum Laude, a GPA of 3.50 to 3.699.

To graduate Magna Cum Laude, a GPA of 3.790 – 3.899.

To graduate honors Summa Cum Laude, a GPA of 3.9 or higher.

To graduate with the above honors, at the time of applying for graduation the student must have completed *forty (40) semester* hours (courses with letter grades only) at Florida International University since the fall of 1975.

Faculty members are eager to help the student in developing career goals and plans. The student's faculty advisor is available for discussion of long-range plans or immediate job opportunities. The student may also wish to consider the opportunities covered below.

## **XXIII. FINANCIAL ASSISTANCE**

At Stempel College, we understand that academic success can be affected by financial aid and funding opportunities. Our students have access to myriad funding options by degree level (bachelor's, master's, doctoral) and by academic discipline (Public Health, Dietetics & Nutrition, Social Work, and Disaster Management). Remember: we are always here to help, so if you need someone to brainstorm with, need feedback on your scholarship essay, or if you are just having trouble finding the right award at the right time, don't hesitate to schedule a meeting with us. The

Stempel College Office of Student & Alumni Affairs is located in AHC5-145. You can ask to see Irene Abad ([iabad@fiu.edu](mailto:iabad@fiu.edu)) for scholarship questions.

*Information on scholarships and other funding opportunities are available on the [Stempel website](#).*

## **XXIV. CAREER PLANNING**

Faculty members are eager to help the student in developing career goals and plans. The student's faculty advisor is available for discussion of long-range plans or immediate job opportunities. The student may also wish to consider the opportunities covered below.

### **A. Graduate Study**

Social Work graduates from programs accredited by the Council on Social Work Education may be considered for advanced standing in some MSW programs including Florida International University. Information about the different graduate programs may be obtained directly from the various graduate schools. FIU's MSW program with advanced standing status requires a minimum of 33 graduate credits.

Students interested in the master's degree program offered by the School of Social Work at FIU should follow the graduate application process on-line.

### **B. Employment**

Stempel College has a career counselor in the College to provide a variety of resources including assistance with resumes and interviewing skills. To access those services, please contact Lauren Cavicchi at [lcavicch@fiu.edu](mailto:lcavicch@fiu.edu) or [305.348.2264](tel:305.348.2264).

FIU Career Services maintains job openings through Handshake (<https://fiu.joinhandshake.com/login>). The College's Office of Student and Alumni Affairs also provides information about job openings in the weekly e-newsletter.

The NASW NEWS, published by the National Association of Social Workers, usually includes advertisements about job openings in various parts of the country. Students are encouraged to join NASW.

## APPENDIX A

### Pre-Requisites and Co-Requisites for Required Social Work Courses (54 Semester Credit Hours)

#### BLOCK I

<b>COURSE</b>	<b>PRE-REQUISITES AND/OR CO-REQUISITE</b>
SOW 3113-The Social Environment and Human Behavior I*	Pre: Biology with Human Content: BSC 2023 or BSC 1010 or BCS 1005
SOW 3232-Social Welfare Policy and Services I*	Pre/Co: American Government: POS 2041 Economics: ECO 2013 or ECO 2023
SOW 3203-Introduction to Social Work	None
SOW 3403-Social Work Research *	Pre: Statistics: STA 2023 or STA 2122

#### BLOCK II

<b>COURSE</b>	<b>PRE-REQUISITE AND/OR CO-REQUISITE</b>
SOW 3100-The Social Environment and Human Behavior II*	Pre: Biology with Human Content ; SOW 3113-The Social Environment and Human Behavior I *
SOW 3233-Social Welfare Policy and Services II (GL) *	Pre: American Government ; Economics; SOW 3232- Social Welfare Policy and Service I*; SOW 3203-Introduction to Social Work *
SOW 3313-Social Work Practice with Families and Individuals *	Pre: SOW 3113-The Social Environment and Human Behavior I *; SOW 3203-Introduction to Social Work Pre/ Co: SOW 3100-The Social Environment and Human Behavior II*
SOW 3620-Social Work and Human Diversity (GL) *	Pre: SOW 3203-Introduction to Social Work
SOW 3350-Interviewing Techniques Lab *	Pre/Co: SOW 3313-Social Work Practice with Families and Individuals

#### BLOCK III

<b>COURSE</b>	<b>PRE-REQUISITE</b>	<b>CO-REQUISITE</b>
SOW 4322-Social Work Practice with Groups *	Block I; Block II	SOW 4511L-Practicum I ; SOW 4522-Field Seminar I
SOW 4511L-Practicum I *	Block I; Block II	SOW 4322-Social Work Practice with Groups; SOW 4522-Field Seminar I
SOW 4522-Field Seminar I*	Block I; Block II	SOW 4322-Social Work Practice with Groups; SOW 4511L-Practicum I

**BLOCK IV**

<b>COURSE</b>	<b>PRE-REQUISITE</b>	<b>CO-REQUISITE</b>
SOW 4332-Social Work Practice with Communities and Organizations*	Block I; Block II; Block III	SOW 4512L-Practicum II; SOW 4523-Field Seminar II
SOW 4512L-Practicum II*	Block I; Block II; Block III	SOW 4332-Social Work Practice with Communities and Organizations; SOW 4523-Field Seminar II
SOW 4523-Field Seminar II*	Block I; Block II; Block III	SOW 4332-Social Work Practice with Communities and Organizations; SOW 4512L-Practicum II

**CAN BE TAKEN AT ANY TIME DURING THE PROGRAM**

(2) 3 Credit Social Science Elective**
PHC 3101 Introduction to Public Health

**PRE-REQUISITES AND CO-REQUISITES FOR ELECTIVE SOCIAL WORK COURSES**

(6 Semester Credit Hours)

<b>COURSES</b>	<b>PRE-REQS</b>	<b>CO-REQS</b>
SOW 3801-Self-Awareness	None	None
SOW 4272-Comparative Social Welfare	None	None
SOW 4654-Child Welfare: Policy & Practice	SOW 3113- The Social Environment and Human Behavior I * & SOW 3232- Social Welfare Policy and Services I*	None
SOW 4658-Interventions in Child Maltreatment	SOW 3113- The Social Environment and Human Behavior I *	None
SOW 5109-Crises in the Lives of Women	Senior standing	None
SOW 5354-Crisis Intervention in Social Work Practice	Senior standing <u>with</u> permission of instructor	None
SOW 5605-Medical Social Work	Senior standing	None
SOW 5635-School Social Work Practice	Permission of instructor	None
SOW 5710-Issues in Addiction Practices	Senior standing <u>with</u> permission of instructor	
SOW 4932-Seminar in Social Work Practice	None	

**APPENDIX B**  
**Social Work Student Contract**

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK**  
**FLORIDA INTERNATIONAL UNIVERSITY**  
**SCHOOL OF SOCIAL WORK**

**SOCIAL WORK STUDENT CONTRACT**

**As a social work student, I agree:**

1. To adhere to the mission of the social work profession that is rooted in a set of core values including:
  - a. Service to others,
  - b. Promotion of social, economic, racial, and environmental justice,
  - c. Respect for the dignity and worth of all persons,
  - d. Recognition of the central importance of human relationships,
  - e. Behavior reflecting trustworthiness, and
  - f. Development and enhancement of professional competence and expertise.
2. To understand and adhere to the [Code of Ethics of the National Association of Social Workers](#).
3. To be actively involved in professional social work development through assessment of my academic and personal aptitude and performance.
4. To learn and demonstrate the skills, abilities, and knowledge of the nine competencies set forth by the [Council on Social Work Education \(CSWE EPAS, 2022\)](#) in classes and fieldwork:
  - Demonstrate ethical and professional behavior;
  - Advance human rights and social, racial, economic, and environmental justice;
  - Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice;
  - Engage in practice-informed research and research-informed practice;
  - Engage in policy practice;
  - Engage with individuals, families, groups, organizations, and communities;
  - Assess individuals, families, groups, organizations, and communities;
  - Intervene with individuals, families, groups, organizations, and communities;
  - Evaluate practice with individuals, families, groups, organizations, and communities.
5. To be inclusive and respectful of individual diversity, including differences and intersectional ties of “age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status” (CSWE, 2022).

I understand that if my professional development is not deemed satisfactory by social work faculty and/or myself, either party has the right and responsibility to request reassessment of my suitability for entry into the social work profession.

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Panther ID** \_\_\_\_\_

Academic Level (**BSSW** or **MSW**) \_\_\_\_\_

**Date** \_\_\_\_\_

## APPENDIX C



Robert Stempel College  
of Public Health  
& Social Work

SCHOOL OF SOCIAL WORK

### BSSW Student Exit Survey

Using the following rating scale, please select the number that best indicates **how well you believe you met** each of the BSSW program's generalist/foundation competencies/practice behaviors.

#### Rating Scale:

- 1 = **Unacceptable**
- 2 = **Below Satisfactory**
- 3 = **Satisfactory**
- 4 = **Above Satisfactory**
- 5 = **Exceptional**

#### Rating Definitions:

1. **Unacceptable:** Student's performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future.
2. **Below Satisfactory:** Student's performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future.
3. **Satisfactory:** Student's performance of practice behavior meets expectations.
4. **Above Satisfactory:** Student's performance of practice behavior has exceeded expectations.
5. **Exceptional:** Student excels in this practice behavior.

A. I would rate the admission process for social work education as:

- 1
  - 2
  - 3
  - 4
  - 5
- 

B. I would rate the quality of advising I have received as:

- 1
  - 2
  - 3
  - 4
  - 5
- 

C. I would rate the quality of my field practicum as:

- 1
  - 2
  - 3
  - 4
  - 5
-



D. I would rate the quality of my field supervision as:

1

2

3

4

5

---

E. I would rate the overall quality of my social work education as:

1

2

3

4

5

---

**Communication**

F. How would you rate your writing?

- 1
  - 2
  - 3
  - 4
  - 5
- 

G. How would you rate your oral communication skills?

- 1
  - 2
  - 3
  - 4
  - 5
- 

H. Please write any comments here that would further elaborate on your ratings above:

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**Competency 1: Demonstrate Ethical & Professional Behavior**

1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1

2

3

4

5

---

2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

1

2

3

4

5

---

3. Use technology ethically and appropriately to facilitate practice outcomes.

- 1
  - 2
  - 3
  - 4
  - 5
- 

4. Use supervision and consultation to guide professional judgment and behavior.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

5. Advocate for human rights at the individual, family, group, organizational, and community system levels.

- 1
  - 2
  - 3
  - 4
  - 5
-

6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

1

2

3

4

5

---

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

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

1

2

3

4

5

---

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

1

2

3

4

5

---

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

9. Apply research findings to inform and improve practice, policy, and programs.

1

2

3

4

5

---

10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

- 1
  - 2
  - 3
  - 4
  - 5
- 

**Competency 5: Engage in Policy Practice**

11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

- 1
  - 2
  - 3
  - 4
  - 5
-

12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

- 1
  - 2
  - 3
  - 4
  - 5
-



14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

- 1
  - 2
  - 3
  - 4
  - 5
-

16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

- 1
  - 2
  - 3
  - 4
  - 5
-

18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

19. Select and use culturally responsive methods for evaluation of outcomes.

- 1
  - 2
  - 3
  - 4
  - 5
-

20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

- 1
- 2
- 3
- 4
- 5

---

Please add any additional comments that you believe may assist us in assessing the program's outcomes.

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**Please answer 'yes' or 'no' for the following questions:**

A. Do you plan to continue your education?

- Yes
- No

---

B. Did you work while pursuing your degree?

- Yes
- No

C. Are you currently employed full-time or have accepted a full-time job offer?

Yes

No

---

D. If yes, is the job related to your degree?

Yes

No

---

E. Name of Employer

\_\_\_\_\_

---

F. From your personal experience, do you believe that the necessary university and school resources were available to you to enable you to succeed academically? Please explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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G. Do you feel this program is an inclusive space?

Yes

No

---

Please elaborate here:

---

---

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---

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---

H. What improvements can Stempel College and the School of Social Work make in order to ensure your academic and professional success?

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**APPENDI  
X D  
Affiliated  
Agencies  
(Subject to  
change)**

211 Broward	Camillus House - Project Phoenix/Jail Diversion
211 Miami - Jewish Community Services (JCS)	Camillus House - Youth Program
305 Psychotherapy Group, LLC	Camillus House Shelter
ABC's for Success, LLC	Camillus House-Matt Talbot
Academir Charter School	Camillus House-PATH
Active Community Health Center	Carrfour Supportive Housing, Inc.
Advocacy Network on Disabilities, The	Casa Valentina
Alex's Place: Pediatric Hematology- Oncology Clinic and Infusion Center	Catalyst Miami
Alliance for GLBTQ Youth	Catholic Charities - Child Development Center Head Start Program
ALS-Accelerated Learning Solutions, Inc.	Catholic Charities - St. Luke's Recovery Center
Anaga Psychotherapy Center	Center for Children and Families (CCF)
Archways, Inc	Center for Family & Child Enrichment (Clinical)
AYUDA	Center for Family and Child Enrichment, Inc. (Adopt/Reun)
Banyan Health Systems Broward Adult Residential	CHI - Community Health of South Florida, Inc.
Banyan Health Systems CERP	ChildNet, Inc.
Banyan Health Systems CSU, SPA	Children of Imates, Inc.
Banyan Health Systems Dade Chase Adult Residential	Children's Diagnostic & Treatment Center
Banyan Health Systems Outpatient Services	Children's Home Society of South Florida
Banyan Health Systems, Inc./Broward Outpatient	Children's Home Society-West Palm Beach
Banyan Treatment Center	Children's Place at HomeSafe, Inc., The
Baptist Hospital	Citrus Family Care Network
BARC-Broward Addiction Recovery Center	Citrus Health Network Inc.
Bethesda Hospital- East & West (Baptist Health)	Cleveland Clinic Florida
Better Way of Miami	Coalition for Independent Living Options
Big Brothers, Big Sisters of Miami	Community Care Plan (CCP)
Blank	Community Connections for Life, Inc.
Brain Center (Neuroscience Centers of FL Foundation, Inc.)	Community Rightful Center
BridgePrep Academy	Dade Family Counseling CMHC, Inc. - North
Broward County (FSAD) Family Success Administration	Dade Family Counseling CMHC, Inc.-South
Broward County Sheriff's Office - Juvenile Assessment Center	Department of Children and Families- Southern Region-Family Program
Broward Health Medical Center	Devereux Florida
Broward Housing Solutions	Doctors Hospital
Broward Meals on Wheels	Douglas Gardens Community Mental Health Center
Camillus Health Concern, Inc.	Early Learning Coalition-Early Head Start
Camillus House - ACT Program	East Ridge at Cutler Bay
Camillus House - ISPA (Residential TX Program)	Educate Tomorrow
Camillus House - Lazarus Project	Eleventh Judicial Circuit Admin Office of the Courts, Mental Health
	Empowerment Zone Reentry Initiative
	Espiga Health LLC
	Evolving Lives
	Family and Co-Parenting Enrichment Services, LLC
	Family Central, Inc. - Broward
	Family Central, Inc. - Miami-Dade
	Family Resource Center of S. Florida

FHEM-Florida House Experience Management  
 FIU Counseling and Psychological Services  
 FIU Embrace  
 FLITE Center  
 Florida PACE Centers, Inc  
 Genesis Hopeful Haven  
 Gilda's Club of South Florida  
 Guardian Ad Litem Program- 11th Circuit Court  
 Guardianship Program of Dade County, Inc.  
 Gulf Coast JFCS /Florida Center for Survivors of Torture  
 Hermanos de la Calle  
 His House Children's Home  
 Homestead Hospital  
 Hope for Miami  
 Infinite Complete Care  
 Inspire4Purpose  
 Jackson Behavioral Health Hospital  
 Jackson Community Mental Health Center  
 Jackson Memorial Hospital  
 Jackson Memorial Hospital - Miami Transplant Institute  
 Jackson Memorial Hospital - South Behavioral  
 Jackson North Medical Center  
 Jackson South Medical Center--Medical  
 Jackson-Holtz Childrens Hospital & The Womens Hospital  
 Jackson-Roxcy Bolton Rape Treatment Center  
 JAFCO (Jewish Adoption & Foster Care Options)  
 Jessie Trice Community Health Center, Inc.  
 Joe DiMaggio Children's Hospital at Memorial  
 Kai Wellness Center  
 Kidney Spa  
 Kristi House  
 LeJardin Community Center, Inc.  
 Leukemia & Lymphoma Society, The  
 Lifeway Programs Inc.  
 Lotus House Women's Shelter  
 Lutheran Services of Florida  
 Mariners Hospital  
 Memorial Healthcare System-Total Heart Center  
 Memorial Regional Hospital  
 Meraki Therapy  
 Mercy Behavioral Health Services  
 Mercy Behavioral Health Services-Outpatient  
 Miami Bridge Youth & Family Services - Homestead Campus  
 Miami Bridge Youth and Family Services - Miami Campus  
 Miami Cancer Institute  
 Miami V.A. Healthcare Services, Healthcare for Homeless Veterans  
 Miami Vet Center  
 Miami-Dade County CAHSD Action Community Resource Center  
 Miami-Dade County CAHSD Coordinated Victims Assistance  
 Miami-Dade County CAHSD Wynwood Neighborhood Center  
 Miami-Dade County Juvenile Services Dept. (The JAC) Miami  
 Miami-Dade County Juvenile Services Dept. (The JAC) Main  
 Miami-Dade County Juvenile Services Dept. (The JAC) South  
 Miami-Dade County Juvenile Services Dept. (The JAC)/North  
 Community Act  
 Miami-Dade County Public Schools  
 Miami-Dade County Public Schools - Project UPSTART  
 Miami-Dade County Public Schools Head Start/Early Head Start  
 Michael Ann Russell Jewish Community Center  
 Miramar Police Dept. Victim Services  
 Multicultural Care Centers  
 NeighborhoodHELP  
 New Horizons Community Mental Health Center, Inc  
 Nicklaus Children's Hospital  
 Oliver Pyatt  
 OpusCare of South Florida  
 PACE Center for Girls, Inc. Broward  
 Pride Center  
 Refugee Assistance Alliance  
 Regis House-North  
 Regis House-South  
 Riverside Christian Ministries, Inc.  
 Ruth & Norman Rales Jewish Family Services  
 Seasons Hospice & Palliative Care  
 Seasons Hospice & Palliative Care of Broward Florida  
 SEFLIN/Libraries \*See location in the description  
 Serenity Behavioral Health Services, LLC DBA Serenity Health  
 South Miami Hospital  
 St. Alban's Child Enrichment Center-Coconut Grove  
 St. Alban's Child Enrichment Center-South Miami  
 SunServe  
 Survivors' Pathway  
 Thelma Gibson Health Initiative  
 To Be Determined  
 Touching Miami with Love - Homestead  
 Touching Miami with Love - Overtown  
 Tree of Life Parenting Center  
 Trinity Church - Peacemakers Family Center  
 UM Mailman Center-Family Navigator Program  
 UM-Mailman Center Child Protection Team (CPT)



UM-Mailman Center Debbie School/Cleft Lip & Palate  
UM-Mailman Center Ear Institute/MCCD  
UM-Mailman Center for Child Development  
UM-Mailman Center for Family Studies (Familias Unidas)  
UM-Mailman Center Pediatric HIV/AIDS  
UM-Mailman Center Pediatric Mobile Clinic  
UM-Mailman Center School Health Initiative  
UM-Sylvester Comprehensive Cancer Center  
United Home Care Services  
University of Miami Hospital  
University of Miami Neurology  
University of Miami Oncology  
Urban League of Broward County  
Veteran's Administration Medical Center  
Village South, The -- Westcare Foundation  
Vitas Innovative Hospice Care - Dade  
Wellpath Recovery Solutions (Correct Care, LLC - Florida City)  
Wellpath Recovery Solutions (Correct Care, LLC - Pembroke Pines)  
West Kendall Baptist Hospital  
William "Bill" Kling VA Outpatient Clinic  
Wonderful Counselor, LLC

## **APPENDIX E**

[FIU University Core Curriculum](#)

## **APPENDIX F**

### **Useful Websites**

Robert Stempel College of Public Health & Social Work  
<https://stempel.fiu.edu/>

School of Social Work  
<https://stempel.fiu.edu/academics/school-social-work/>

Office of Field Education  
<https://stempel.fiu.edu/academics/school-social-work/>

Major Maps  
<http://mymajor.fiu.edu>

Disability Resource Center  
<http://drc.fiu.edu>

Center for Academic Success  
<https://ugrad.fiu.edu/cas/learning/index.html>

OneStop (enrollment, financial aid, registration)  
<http://onestop.fiu.edu/>

National Association of Social Workers—National (NASW)  
<http://www.naswdc.org/>

NASW Florida Chapter  
<http://www.naswfl.org/>

**APPENDIX G**  
**Contact Information**

School of Social Work Modesto A. Maidique Campus 12000 SW 8 <sup>th</sup> Street, AHC5 5 <sup>th</sup> Floor Miami, FL 33199	(305) 348-5880
Center for Academic Success	(305) 348-2411
Disability Resource Center	(305) 348-3532
Office of Field Education	(305) 348-3881
Financial Aid	(305) 348-7272
Graduate Admissions	(305) 348-7442
Health Services Complex	(305) 348-2401
International Student and Scholar Services	(305) 348-2421
Office of the Registrar	(305) 348-2320
School of Social Work Academic Advisor	(305) 348-4415
School of Social Work Student Services Coordinator	(305) 348-5841
Social Work Admissions	(305) 348-5887
Stempel Office of Student and Alumni Affairs	(305) 348-7777

## APPENDIX H

### References

Council on Social Work Education. (2022) *Educational Policy and Accreditation Standards*. Retrieved August 4, 2022 from <http://www.cswe.org>

International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved December 3, 2013 from <http://www.ifsw.org>

National Association of Social Workers (2021 update). *Code of Ethics for Social Workers*. Washington, DC: NASW.