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

Modesto A. Maidique Campus
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stempel.fiu.edu/academics/school-social-work/

Revised January 2018
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BSSW PROGRAM MISSION STATEMENT

As a vital, contributing member of the South Florida community, the undergraduate social work program is committed to preparing its students for generalist practice in diverse, urban communities, locally and globally with an emphasis on understanding and serving individuals, families, groups, organizations and communities. Grounded in the professional social work values and ethics, the program educates students with skills and knowledge based on scientific inquiry and collaborative engagement to promote human and community well-being.
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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. The RSCPHSW strongly strives to reflect the diversity of the greater community so as 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 also 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 located 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. (For admissions criteria for the master's degree offered by the FIU School of Social Work see the Graduate Program Handbook.)

The program received full unconditional reaccreditation from the Council on Social Work Education, the national accrediting body, in the spring of 2008. The educational policy statement of the Council on Social Work Education can be accessed at 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 PRACTICE BEHAVIORS

The core practice competencies are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). CSWE has operationalized these competencies for generalist practice by identifying 41 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.”

*Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.*

Practice Behaviors (PB):
1. Advocate for client access to the services of social work;
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries;
4. Demonstrate professional demeanor in behavior, appearance, and communication;
5. Engage in career-long learning; and
6. Use supervision and consultation.

*Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.*
Practice Behaviors:

7. Recognize and manage personal values in a way that allows professional values to guide practice;
8. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. Tolerate ambiguity in resolving ethical conflicts; and
10. Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors:

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. Analyze models of assessment, prevention, intervention, and evaluation; and
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Practice Behaviors:

14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege or power;
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. View themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Practice Behaviors:

18. Understand the forms and mechanisms of oppression and discrimination;
19. Advocate for human rights and social and economic justice; and
20. Engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Practice Behaviors:

21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.

*Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.*

**Practice Behaviors:**
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24. Critique and apply knowledge to understand person and environment.

*Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

**Practice Behaviors:**
25. Analyze, formulate, and advocate for policies that advance social well-being; and
26. Collaborate with colleagues and clients for effective policy action.

*Educational Policy 2.1.9—Respond to contexts that shape practice.*

**Practice Behaviors:**
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

*Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

*Educational Policy 2.1.10(a)—Engagement*

**Practice Behaviors:**
29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
30. Use empathy and other interpersonal skills; and
31. Develop a mutually agreed-on focus of work and desired outcomes.

*Educational Policy 2.1.10(b)—Assessment*

**Practice Behaviors:**
32. Collect, organize, and interpret client data;
33. Assess client strengths and limitations;
34. Develop mutually agreed-on intervention goals and objectives; and
35. Select appropriate intervention strategies.

_Educational Policy 2.1.10(c)—Intervention_

**Practice Behaviors:**
36. Initiate actions to achieve organizational goals;
37. Implement prevention interventions that enhance client capacities;
38. Help clients resolve problems;
39. Negotiate, mediate, and advocate for clients; and
40. Facilitate transitions and endings.

_Educational Policy 2.1.10(d)—Evaluation_

**Practice Behaviors:**
41. Critically analyze, monitor, and evaluate interventions.

**VIII. 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 _also_ requires students to have a minimum cumulative GPA of 2.5 in your college-level courses.
     - For admission with less than 45 credits, the School of Social Work _also_ 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 1010 or BSC 2023 or other Biology course with human content.
Psychology - PSY 2020 or DEP 2000 or other Psychology course.
American Government - POS 2041
Economics - 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 housed and advised in Undergraduate Education's Exploratory Global and Social Sciences Track.

All University Graduation Requirements, including the University Core Curriculum, foreign language and global learning, as well as the program requirements in statistics, human biology with human content, and the required social sciences (psychology, sociology, economics and American government), must be completed before field work in the senior year.

B. Procedures
An application form and additional material may be obtained online at www.fiu.edu. Completed applications and supporting material, including official transcripts, must be received in the University Office of Admissions by deadline dates set by the Office.

IX. DEGREE REQUIREMENTS BACHELOR OF SCIENCE IN SOCIAL WORK

The Handbook in effect when the student enters the social work program as a major governs his/her 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 into 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 (2.5 for students who entered the program prior to fall, 2012).

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 of the 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. Students may also choose to minor in an area related to social work by completing 15 credit hours of electives in that minor. 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 Portfolio will be completed and submitted during the last semester of the program. The student’s Portfolio must receive a minimum passing score (at least a “marginal”) in order to graduate. Information about the Portfolio will be provided in the field seminars.


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 apply for the Undergraduate Certificate in Child Welfare with the Office of the Enrollment (http://onestop.fiu.edu/additional-information/certificate-applicants/index.html). The Certificate application must be approved by the School of Social Work prior to
submission to the Office of the Registrar.

The Certificate in Child Welfare Practice provides BSSW students with the specialized skills, knowledge, and practice competencies in order 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.

X. 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 315 clock hours each semester (20 hours per week in fall/spring and 27 hours per week in summer) or 630 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. Undergraduate students may not use their employing agencies for their placements.

Under no circumstances is a student to make arrangements for his/her 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 5th
- **Spring Semester** – September 5th
- **Summer Semester** – January 5th

**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 Assistant for the Office of Field Education at 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:**
- Students may not be placed in agencies where they have volunteered or worked in the past or present.
- Evening/late-afternoon and weekend placements are not available for BSSW students.

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 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 takes into account the student’s preferences as indicated on his/her 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 in order 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 (/).

**XI. 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 goals, competencies, and practice behaviors of the program. The School distinguishes between CSWE assessment measures and the School and College measures.

For the baccalaureate program, the CSWE measures are the Final Field Evaluation (completed by Field Instructor/Educators) and the Student Exit Surveys. The goals and the respective 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 as well as to the Student Exit Surveys that each graduating undergraduate student completes at the end of their last semester.

In addition to these CSWE measures, the School requires a portfolio as an additional measure of student learning outcomes. Using an assessment rubric, a panel of three faculty members review the portfolios and provide feedback to the students. Although this review process is labor intensive, feedback from the faculty, students and Field Instructors regarding its use has been positive. The College also requires alumni surveys as another outcome measure.
XII. THE PROFESSIONAL SOCIAL WORK PORTFOLIO

In Field Seminar I (SOW 4522) and Field Seminar II (SOW 4523), that are taken concurrently with the field practicum educational objectives parallel those of the field. Students develop their professional portfolio with specific assignments for each semester that assist the students in linking theory with practice and in demonstrating their ability to practice social work with a client(s) at their field agency. Portfolio assignments address such practice areas as assessment, treatment planning, cultural competency, and advocacy. Specifics regarding the portfolio assignments and requirements are outlined in the SOW 4522 (Field Seminar I) and SOW 4523 (Field Seminar II) syllabi.

The assignments for the portfolios are submitted to the seminar instructors for review and grading and then are returned to the students to be placed into their personal portfolio. The portfolios are collected at the end of Practicum II and are reviewed using the Portfolio Assessment Rubric. The rubric is returned to the student along with her/his portfolio.

The assessment rubric evaluates the portfolio on six dimensions/items: organization and presentation, communication, relevance of contents, quality of contents and evidence of accomplishment, critical thought or analysis and scholarship, and self-awareness and self-reflection. The rubric contains a three-point scale for each of the dimensions: a score of one is below satisfactory, a two is satisfactory, and a three is above satisfactory. The total score is indicated by the sum of the scores for each dimension. A total score of 12 or above and no score below a 2 on any dimension would indicate a passing score. A score of 11 – 11.99 and only one score below 2 on any dimension indicates a marginal pass and the student is asked to make the necessary corrections and re-submit the portfolio in order to pass the seminar course. A score below 11 and/or a score below 2 on more than one dimension would indicate a failing score. Students must receive a passing score on the portfolio in order to pass SOW 4523 (Field Seminar II).

BSSW PORTFOLIO ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Below Satisfactory</th>
<th>Satisfactory</th>
<th>Above Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Presentation</td>
<td>The portfolio lacks coherent organization and is presented in a poor or unprofessional manner.</td>
<td>The portfolio reflects a clear and coherent organizational structure and is consistently presented in a professional manner.</td>
<td>The portfolio reflects an extremely clear and coherent structure and is presented in an exceptionally professional manner.</td>
</tr>
<tr>
<td>Communication</td>
<td>Uses slang, incorrect grammar, and/or incorrect spelling. Uses a limited range of vocabulary to convey information. Written presentation</td>
<td>Uses correct grammar, spelling, and reflects sufficient editing. Uses a range of vocabulary to convey information. Written presentation is clear.</td>
<td>Uses an appropriate style or tone with consistency, is well-edited. Uses vocabulary and literary techniques that underscore</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Relevance of Contents</td>
<td>The portfolio reflects little attention to the identified, required or expected purposes.</td>
<td>The portfolio consistently reflects attention to the identified, required or expected purposes. All expected and some additional relevant materials are included, and all irrelevant materials are omitted.</td>
<td></td>
</tr>
<tr>
<td>Quality of Contents and Evidence of Accomplishment</td>
<td>The portfolio consistently reflects insufficient depth and fails to achieve its purpose. There is a general failure to elaborate upon significant aspects.</td>
<td>The portfolio reflects considerable depth in some but not all significant areas and clearly achieves its purpose. There is an ability to elaborate upon some but not all significant aspects.</td>
<td></td>
</tr>
<tr>
<td>Critical Thought or Analysis and Scholarship</td>
<td>The portfolio reflects little evidence of critical thought or analysis and scholarship.</td>
<td>The portfolio reflects considerable evidence of good quality critical thought or analysis and satisfactory scholarship.</td>
<td></td>
</tr>
<tr>
<td>Self-Awareness and Self-Reflection</td>
<td>The portfolio lacks evidence of self-awareness or an ability to engage in self-reflection.</td>
<td>The portfolio consistently reflects substantial evidence of high levels of self-awareness and exceptional ability to engage in self-reflection.</td>
<td></td>
</tr>
</tbody>
</table>

Scoring for Each Dimension:
Below Satisfactory = 1; Satisfactory = 2; Above Satisfactory = 3
Total Score = Sum of Scores for each dimension; Passing = Average Score of 12 or above
Summary score reflects readiness for generalist social work practice.
Below Satisfactory = There is little evidence of readiness for generalist social work practice.
Marginal Pass = There is some evidence of readiness for generalist social work practice.
Satisfactory = There is clear evidence of satisfactory readiness for generalist social work practice.
Above Satisfactory = There is convincing evidence of readiness for generalist social work practice.
Exceptional = There is convincing evidence of superior readiness for generalist social work practice.

Exceptional = More than 16.5 and no score below 2.0 on any dimension;
Above Satisfactory = 15 – 16.5 and no score below 2.0 on any dimension;
Satisfactory = 12 – 14.99 and no score below 2 on any dimension;
Marginal Pass = 11 – 12 and only one score below 2 on one dimension;
Below Satisfactory = Less than 11 and/or a score below 2 on more than one dimension.

XIII. GRADES AND RECORDS

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

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GRADE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>B-</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>C+</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>C</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>C-</td>
</tr>
</tbody>
</table>

with the exception of 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 his/her 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.

**XIV. 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 required and elective courses, to discuss 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 My_eAdvisor system on their student dashboard to request appointments and communicate with the Academic Advisor. Students can also plan their progress on the interactive Major Maps, the semester-by-semester academic plan designed for a timely graduation. My_eAdvisor 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, My_eAdvisor includes a record of advising notes that both students and advisors may view at any time. Major Maps can be accessed at [http://mymajor.fiu.edu](http://mymajor.fiu.edu).
XV. CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE

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 continuing progress in the Social Work Program. The guiding principles central to ensuring professional competence by all social work students are the Council on Social Work Education’s (CSWE) ten (10) core competencies as well as adherence to a set of values, principles, and ethical standards set forth by the National Association of Social Workers (NASW), and universally accepted by the social work profession. Some of the possible reasons that would result in initiation of the Student Review and Termination Procedures are:

1. Academic performance matters, or
2. Professional performance matters in the classroom, field setting, or other relevant locations.

1. Academic Performance

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 or referral to the University’s Faculty Fellow for Academic Integrity.

The following academic performance issues meet the criteria for Academic Performance Review although 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 (http://integrity.fiu.edu/misconducts.html)

b. Failure to maintain a 2.75 GPA (BSSW) or beyond 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 Field Education Coordinator or the Director of the School.

d. A failing grade for any semester of the field practicum.

2. Professional Performance

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 Code of Conduct 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.)

XVI. 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, 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 appeal 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 his/her 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 time line 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 Procedures

For issues related to academic misconduct, as defined by the University in the FIU Student Handbook, the School follows the University process. [http://integrity.fiu.edu/misconducts.html](http://integrity.fiu.edu/misconducts.html)
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 appeal 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 his/her 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 time line 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 as a result 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 she or he 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).

XVII. 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 procedures for academic grievances. ([http://integrity.fiu.edu/grievances.html](http://integrity.fiu.edu/grievances.html)) For those academic grievances that fall under the University’s definition. 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 I 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 U/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 his/her personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but his/her 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.
XVIII. STUDENT ORGANIZATIONS

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.

XIX. 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 Disability Resource Center provides assistance to students having physical, visual, hearing, speech, learning, psychosocial, chronic, and temporary disabilities. Students must request services preferably before the beginning of semester in order to assess student’s needs and coordinate appropriate services and accommodations. All services are provided based on individual need. The Disability Resource Center notifies faculty via e-mail towards the beginning of each semester regarding needed accommodations for students in their classes registered with the Disability Resource Center. Students are encouraged to contact each course instructor at the beginning of the semester to facilitate a smooth provision of accommodation.

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.

For further information, contact the Disability Resource Center at University Park Campus, Graham Center, room 190 (GC 190), (305) 348-3532; at the Biscayne Bay Campus, Wolfe University Center, Room 131 (WUC 131), (305) 919-5345 or at http://drc.fiu.edu/.

XX. LIBRARY

The University has attractive libraries, which include major journals, government documents, reference materials, books, and other materials needed by social work students. The libraries at the Biscayne Bay and MMC both have collections of social work materials. For exact library hours, consult the posted schedules.
XXI. GRADUATION CHECK AND APPLICATION FOR GRADUATION

Student 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 during one or more summer terms. Students are responsible for meeting this requirement.

A graduating student may apply for academic honors on the basis of his/her 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.

XXII. 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 31 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

FIU Career Services maintains job openings through Panther JOBLink and provides a variety of resources such as workshops and career fairs. More information on FIU Career Services can be found at https://career.fiu.edu/students/.

The Student Services Coordinator for the School of Social Work as well as other resources in the College’s Office of Student and Alumni Affairs may also provide information about openings.

The NASW NEWS, published by the National Association of Social Workers, usually includes several pages of 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

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

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

## BLOCK III

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PRE-REQUISITE</th>
<th>CO-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 4322-Social Work Practice with Groups *</td>
<td>Block I; Block II</td>
<td>SOW 4511L-Practicum I; SOW 4522-Field Seminar I</td>
</tr>
<tr>
<td>SOW 4511L-Practicum I *</td>
<td>Block I; Block II</td>
<td>SOW 4322-Social Work Practice with Groups; SOW 4522-Field Seminar I</td>
</tr>
<tr>
<td>SOW 4522-Field Seminar I*</td>
<td>Block I; Block II</td>
<td>SOW 4322-Social Work Practice with Groups; SOW 4511L-Practicum I</td>
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## BLOCK IV

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PRE-REQUISITE</th>
<th>CO-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 4332-Social Work Practice with Communities and Organizations*</td>
<td>Block I; Block II; Block III</td>
<td>SOW 4512L-Practicum II; SOW 4523-Field Seminar II</td>
</tr>
<tr>
<td>SOW 4512L-Practicum II*</td>
<td>Block I; Block II; Block III</td>
<td>SOW 4332-Social Work Practice with Communities and Organizations; SOW 4523-Field Seminar II</td>
</tr>
<tr>
<td>SOW 4523-Field Seminar II*</td>
<td>Block I; Block II; Block III</td>
<td>SOW 4332-Social Work Practice with Communities and Organizations; SOW 4512L-Practicum II</td>
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**CAN BE TAKEN AT ANY TIME DURING THE PROGRAM**

<table>
<thead>
<tr>
<th>(2) 3 Credit Social Science Elective**</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHC 3101 Introduction to Public Health</td>
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</tr>
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**PRE-REQUISITES AND CO-REQUISITES FOR ELECTIVE SOCIAL WORK COURSES**

(6 Semester Credit Hours)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>PRE-REQS</th>
<th>CO-REQS</th>
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</thead>
<tbody>
<tr>
<td>SOW 3801-Self-Awareness</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>SOW 4272-Comparative Social Welfare</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>SOW 4658-Interventions in Child Maltreatment</td>
<td>SOW 3113- The Social Environment and Human Behavior I *</td>
<td>None</td>
</tr>
<tr>
<td>SOW 5109-Crisis in the Lives of Women</td>
<td>Senior standing</td>
<td>None</td>
</tr>
<tr>
<td>SOW 5354-Crisis Intervention in Social Work Practice</td>
<td>Senior standing with permission of instructor</td>
<td>None</td>
</tr>
<tr>
<td>SOW 5605-Medical Social Work</td>
<td>Senior standing</td>
<td>None</td>
</tr>
<tr>
<td>SOW 5635-School Social Work Practice</td>
<td>Permission of instructor</td>
<td>None</td>
</tr>
<tr>
<td>SOW 5710-Issues in Addiction Practices</td>
<td>Senior standing with permission of instructor</td>
<td>None</td>
</tr>
<tr>
<td>SOW 4932-Seminar in Social Work Practice</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
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
“The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” (NASW Code of Ethics, 2008)

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 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 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 persona aptitude and performance.

4. To act professionally and ethically, to maintain confidentiality and to give priority to rights and needs of clients over my own.

5. To be sensitive to individual diversity, including differences in race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability, treating each person in a caring and respectful manner.

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

______________________________  _______________________________
Academic Level         (BSSW or MSW)  Panther ID

______________________________
Date
APPENDIX C

BSSW Student Exit Survey

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

BSSW STUDENT EXIT SURVEY

Using the following rating scale, please circle the number that best indicates how well you believe you met each of the BSSW program’s advanced clinical 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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

1. Advocate for client access to the service of social work.

1 2 3 4 5

2. Practice personal reflection and self-correction to assure continual professional development.

1 2 3 4 5

3. Attend to professional roles and boundaries.

1 2 3 4 5

4. Demonstrate professional demeanor in behavior, appearance, and communication.

1 2 3 4 5

5. Engage in career-long learning.

1 2 3 4 5

6. Use supervision and consultation.

1 2 3 4 5

Competency: 2.1.2 – Apply social work ethical principles to guide professional practice.

7. Recognize and manage personal values in a way that allows professional values to guide practice.
8. Make ethical decisions by applying standards of the NASW Code of Ethics.

9. Tolerate ambiguity in resolving ethical conflicts.

10. Apply strategies of ethical reasoning to arrive at principled decisions.

Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments.

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.


13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

Competency: 2.1.4 – Engage diversity and difference in practice.

14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

16. Recognize and communicate your understanding of the importance of difference in shaping life’s experiences.
17. View yourself as a learner and engage those with whom you work as informants.

**Competency: 2.1.5 – Advance human rights and social and economic justice.**

18. Understand the forms and mechanisms of oppression and discrimination.

19. Advocate for human rights and social and economic.

20. Engage in practices that advance social and economic justice.

**Competency: 2.1.6 – Engage in research-informed practice and practice-informed research.**

21. Use practice experience to inform scientific iniquity.

22. Use research evidence to inform practice.

**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment.**

23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

24. Critique and apply knowledge to understand person and environment.

**Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

25. Analyze, formulate, and advocate for policies that advance social well-being.
26. Collaborate with colleagues and clients for effective policy action.

**Competency: 2.1.9 – Respond to contexts that shape practice.**

27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Competency: 2.1.10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Engagement**

29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

30. Use empathy and other interpersonal skills.

31. Develop a mutually agreed-on focus of work and desired outcomes.

**Assessment**

32. Collect, organize, and interpret client data.

33. Assess client strengths and limitations.
34. Develop mutually agreed-on intervention goals and objectives.

1 2 3 4 5

35. Select appropriate intervention strategies.

1 2 3 4 5

**Intervention**

36. Initiate actions to achieve organizational goals.

1 2 3 4 5

37. Implement prevention interventions that enhance client capacities.

1 2 3 4 5

38. Help clients resolve problems.

1 2 3 4 5

39. Negotiate, mediate, and advocate for clients.

1 2 3 4 5

40. Facilitate transitions and endings.

1 2 3 4 5

**Evaluation**

41. Critically analyze, monitor, and evaluate interventions.

1 2 3 4 5

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

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
APPENDIX D
Affiliated Agencies (Subject to change)

Academir Charter School
Advocate Program
Alliance for Aging, Inc.
Banyan Health Systems Broward Adult Residential
Banyan Health Systems CERP
Banyan Health Systems CSU, SPA
Banyan Health Systems Dade Chase Adult Residential
Banyan Health Systems, Inc. / Children & Families South
Banyan Health Systems, Inc. Children & Families Outpatient
Banyan Health Systems, Inc./Broward Outpatient
Baptist Hospital
Better Way of Miami
Big Brothers, Big Sisters of Miami
Broward County Sheriff's Office
Broward Meals on Wheels
Camillus Health Concern, Inc.
Camillus House - ACT Program
Camillus House - Day Center Program
Camillus House - ISPA (Residential TX Program)
Camillus House - Jail Diversion Program
Camillus House - Lazarus Project
Camillus House - Project Phoenix
Camillus House - St. Michael's Residences
Camillus House Shelter
Care Resource - Broward
Carrfour Supportive Housing, Inc.
Casa Valentina
Catalyst Miami
Center for Children and Families (CCF)
Center for Family & Child Enrichment (Clinical)
Center for Family and Child Enrichment, Inc. (Adopt/Reun)
Chapman Partnership
CHI - Community Health of South Florida, Inc.
ChildNet, Inc.
Children of Inmates, Inc.
Children's Diagnostic & Treatment Center
Children's Home Society Hands in Action
Citrus Health Network Inc.
Cleveland Clinic Florida
Communities in Schools of Miami
Community Care Plan (CCP)
Community Connections for Life, Inc.
Correct Care, LLC - Florida City
Correct Care, LLC - Pembroke Pines
Dade Family Counseling CMHC, Inc.
Doctors Hospital
Early Learning Coalition-Early Head Start
Emmaus Place Boy's Program
Family Central, Inc. - Broward
Family Central, Inc. - Miami-Dade
Family Resource Center of S. Florida
FHEM-Florida House Experience Management
Florida PACE Centers, Inc
Gilda's Club of South Florida
Guardianship Program of Dade County, Inc.
Gulf Coast JFCS /Florida Center for Survivors of Torture
His House Children's Home
Homestead Hospital
Hope for Miami
Independent Living Systems
Inspirations for Youth and Family
Jackson Behavioral Health Hospital
Jackson Memorial Hospital
Jackson Memorial Hospital - Miami Transplant Institute
Jackson Memorial Hospital - South
JAFCO (Jewish Adoption & Foster Care Options)
Jessie Trice Community Health Center, Inc.
Joe DiMaggio Children's Hospital at Memorial
Johnson and Wales University Student Counseling Services
Kindred Hospice
Kristi House
Larkin Community Hospital - Hollywood
Leukemia & Lymphoma Society, The
Memorial Hospital Pembroke
Memorial Regional Hospital
Mental Health Association of Palm Beach County
Mercy Behavioral Health Services
Miami Bridge Youth & Family Services - Homestead Campus
Miami Bridge Youth and Family Services - Miami Campus
Miami V.A. Healthcare Services, Healthcare for Homeless Vets
Miami Vet Center
Miami-Dade County CAHSD Action Community Resource Center
Miami-Dade County CAHSD New Direction Adult Residential
Miami-Dade County CAHSD Wynwood Neighborhood Center
Miami-Dade County Greater Miami Service Corps
Miami-Dade County Juvenile Services Dept. (The JAC) Miami Gardens
Miami-Dade County Juvenile Services Dept. (The JAC) Main Office
Miami-Dade County Juvenile Services Dept. (The JAC) South Dade
Miami-Dade County Juvenile Services Dept. (The JAC)/North - Edison Community Act
Miami-Dade County Public Schools
Miami-Dade County Public Schools - Project UPSTART
Michael Ann Russell Jewish Community Center
Miramar Police Dept. Victim Services
Multicultural Care Centers
National Multiple Sclerosis Society/S. FL Chapter
NeighborhoodHELP
Neuroscience Centers of FL Foundation, Inc.
New Horizons Community Mental Health Center, Inc
Nicklaus Children's Hospital
Our Kids, Inc.
PACE Center for Girls, Inc. Broward
Park Summit of Coral Springs
Pride Center
Pridelines
PsychSolutions, Inc. Main Office
PsychSolutions, Inc. South Location
Seasons Hospice & Palliative Care
Seasons Hospice & Palliative Care of Broward Florida
South Miami Hospital
Sunrise Community, Inc.
SunServe
Survivors' Pathway
Touching Miami with Love - Homestead
Touching Miami with Love - Overtown
Trinity Church - Peacemakers Family Center
TrueCore Behavioral Solutions, LLC-Florida City
TrueCore Behavioral Solutions, LLC-Kendall
UM-Mailman Center Child Protection Team (CPT)
UM-Mailman Center Debbie School/Cleft Lip & Palate
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
Veteran's Administration Medical Center
Village South, The -- Westcare Foundation
Vitas Innovative Hospice Care - Dade
West Kendall Baptist Hospital
William Bill" Kling VA Outpatient Clinic"

45
APPENDIX E

FIU UNIVERSITY CORE CURRICULUM

Undergraduate Education Academic Advising Center: PC 249 (MMC), ACI 180 (BBC)
The UCC is required of freshmen admitted to FIU beginning Summer B 2015 and transfer students beginning Fall 2015.

FIRST YEAR EXPERIENCE (1 course required)
Students with fewer than 30 transfer credits only.
High-school earned college credit does not exempt FTIC students from this requirement.
__SLS 1501  First Year Experience (1 cr)

COMMUNICATION (2 three-credit courses required) These are Gordon Rule courses. Must earn “C” or better.
__ENC 1101  Writing and Rhetoric I (3 cr)
__ENC 1102  Writing and Rhetoric II (3 cr)*

HUMANITIES (2 three-credit courses required, (one from Group One be from the following list.
__ARH 2000  Exploring Art (3 cr) – GL
__HUM 1020  Introduction to Humanities (3 cr)
__LIT 1000  Introduction to Literature (3 cr)
__MUL 1010  Music Literature/Music Appreciation (3 cr)
__PHI 2010  Introduction to Philosophy (3 cr) – GRW
__THE 2000  Theatre Appreciation (3 cr) – GL

HUMANITIES – Group One (State Required): One course must be from the following list.
__AFH 2000  African Civilizations (3 cr) – GRW/GL
__AMH 2041  Origins of American Civilization (3 cr) – GRW
__AMH 2042  Modern American Civilization (3 cr) – GRW
__ARC 2701  History of Architecture I (3 cr) – GRW
__EUH 2011  Western Civ.: Early European Civilization (3 cr) – GRW
__EUH 2021  Western Civ.: Medieval to Modern Europe (3 cr) – GRW
__EUH 2030  Western Civ.: Europe in the Modern Era (3 cr) – GRW
__ENG 2012  Approaches to Literature (3 cr)* – GRW
__HUM 3214  Ancient Classical Culture & Civilization (3 cr) – GRW
__HUM 3306  History of Ideas (3 cr) – GRW
__IDS 3309  How We Know What We Know (3 cr) – GRW/GL
__LAH 2020  Latin American Civilization (3 cr) – GRW
__PHH 2063  Classics in Phil.: Intro. to the History of Phil. (3 cr) – GRW
__PHI 2600  Introduction to Ethics (3 cr) - GRW
__POT 3013  Ancient & Medieval Political Theory (3 cr) – GRW
__REL 2011  Religion: Analysis and Interpretation (3 cr) – GRW/GL
__SPC 3230  Rhetorical Comm.: A Theory Civil Discourse (3 cr) – GRW
__SPC 3271  Rhetoric & Public Address (3 cr) – GRW
__WOH 2001  World Civilization (3 cr) – GRW

MATHEMATICS (2 three-credit courses required, (one from Group One and one from Group Two.) These are Gordon Rule courses. Must earn “C” or better. Students who successfully complete a mathematics course in Group Two for which a course in Group One is an immediate prerequisite shall be considered to have completed Group One and will take two mathematics courses from Group Two. However, ONE OF THE TWO MATHEMATICS COURSES MUST HAVE A MAC, MGF, OR MTG PREFIX.

Mathematics – Group One (State Required): One course must be from the following list.
__MAC 1105  College Algebra (3 cr)*
__MAC 2311  Calculus I (4 cr)*
__MGF 1106  Finite Math (3 cr)
__MGF 1107  Math of Social Choice & Decision Making (3 cr)
__STA 2023  Statistics for Business & Economics (3 cr)

Mathematics – Group Two (FIU Required): One course must be from the following list.
__CGS 2518  Data Analysis (3cr)
__COP 2210  Introduction to Programming (4 cr)
__COP 2250  Programming in Java (3 cr)
__MAC 1140  Pre-Calculus Algebra (3 cr)* Credit cannot be received for both MAC 1140 and Pre-calculus Algebra & Trigonometry/MAC 1147
__MAC 1114  Trigonometry (3 cr) Credit cannot be received for both MAC 1114 and Pre-calculus Algebra & Trigonometry/MAC 1147
__MAC 1147  Pre-Calculus Algebra & Trigonometry (4 cr)*
__MAC 2233  Calculus for Business (3 cr)*
__MAC 2312  Calculus II (4 cr)*
__MAC 2313  Multivariable Calculus (4 cr)*
__MTG 1204  Geometry for Education (3 cr)
__PHI 2100  Introduction to Logic (3 cr)
__STA 2122  Statistics for Behavioral & Social Sciences (3 cr)
__STA 3111  Statistics I (3 cr)
__STA 3145  Statistics for the Health Professions (3cr)

*These courses have pre-requisites; please check the catalog or with an advisor.

SOCIAL SCIENCE (2 three-credit courses required, one from Group One and one from Group Two.)

Social Science – Group One (State Required):
One course must be from the following list.
__AMH 2020  American History 1850 to Present (3 cr) – GRW
__ANT 2000  Introduction to Anthropology (3 cr) – GL
__ANT 2000  Principles of Macroeconomics (3 cr)
__POS 2041  American Government (3 cr)
Social Science – Group Two (FIU Required): One course must be from the following list.

___AFY 2004 Black Popular Cultures: Global Dimensions (3 cr) – GRW/GL
___AMH 3560 The History of Women in the U.S. (3 cr) – GRW
___ANT 3212 World Ethnographies (3 cr) – GL
___ANT 3241 Myth, Ritual and Mysticism (3 cr) – GL
___ANT 3451 Anthropology of Race & Ethnicity (3 cr)
___ASN 3410 Intro to East Asia (3 cr) – GRW/GL
___COM 3461 Intercultural/Interracial Communication (3 cr) – GL
___CPO 2002 Introduction to Comparative Politics (3 cr)
___CPO 3103 Politics of Western Europe (3 cr) – GRW
___CPO 3304 Politics of Latin America (3 cr)
___DEP 2000 Human Growth & Development (3 cr)
___ECO 2023 Principles of Microeconomics (3 cr)
___ECS 3003 Comparative Economic Systems (3 cr)*
___ECS 3021 Women, Culture, and Economic Develop. (3 cr)* – GL
___EDF 3521 Education in History (3 cr)
___EGN 1033 Technology, Human and Society (3 cr) – GL
___EVR 1017 The Global Environment & Society (3 cr) – GL
___EVA 2000 World Regional Geography (3 cr) – GL
___GEO 2000 Introduction to Geography (3 cr)
___IDS 3163 Global Supply Chains & Logistics (3cr) – GL
___IDS 3183 Health Without Borders (3cr) – GL
___IDS 3301 The Culture of Capitalism and Global Justice (3 cr) – GL
___IDS 3315 Gaining Global Perspectives (3 cr) – GL
___IDS 3333 Div. of Meaning: Language, Culture, and Gender (3cr) – GL
___INF 2002 Intro. Industrial/Organizational Psychology (3 cr)
___INR 2001 Introduction to International Relations (3 cr)
___INR 3081 Contemporary International Problems (3 cr) – GRW/GL
___LBS 3001 Introduction to Labor Studies (3 cr) – GL
___POT 3302 Political Ideologies (3 cr)
___REL 3308 Studies in World Religions (3 cr) – GRW/GL
___SOP 3004 Introductory Social Psychology (3 cr)
___SOP 3015 Social and Personality Development (3 cr)
___SPC 3210 Communication Theory (3 cr) – GRW
___SYD 3804 Sociology of Gender (3 cr)
___SYG 2010 Social Problems (3 cr) – GL
___SYG 3002 Basic Ideas of Sociology (3 cr)
___SYP 3000 The Individual in Society (3 cr)
___WST 3015 Intro to Global Gender & Women’s Studies (3 cr) – GL
___WST 3641 LGBT and Beyond: Sexualities in Gl. Persp. (3 cr) – GL

One course and lab must be from the following list.

___AST 1002 & AST 1020L Descriptive Astronomy (3,1 cr)
___BSC 1001 & BSC 1001L General Biology I (3,1 cr)
___CHM 1020 & CHM 1045L Chemistry for Liberal Studies (3,1 cr)
___CHM 1045 & CHM 1045L General Chemistry I (3,1 cr)*
___EVR 1001 & EVR 1001L Intro. To Environ. Sciences (3,1 cr) – GL
___ESC 1000 & ESC 1000L Intro. To Earth Science (3,1 cr)
___PHY 1020 & PHY 1020L Understanding the Physical World (3,1 cr)
___PHY 2048 & PHY 2048L Physics with Calculus I (4,1 cr)*
___PHY 2053 & PHY 2053L Physics without Calculus I (4,1 cr)*
___BSC 1085 & BSC 1085L Anatomy and Physiology I (3,1 cr)

Natural Science – Group Two (FIU Required): One course and lab must be from the following list.

___AST 2003 & AST 2003L Solar System Astronomy (3,1 cr)
___BOT 1010 & BOT 1010L Introductory Botany (3,1 cr)

ARTS (1 three-credit course required) Required course must be from the following list.

___ARH 2050 Art History Survey I (3 cr)
___ARH 2051 Art History Survey II (3 cr)
___COM 3404 Nonverbal Communication (3 cr) – GRW
___COM 3417 Communication in Film (3 cr) – GRW/GL
___CRW 2001 Introduction to Creative Writing (3 cr)*
___DAA 1100 Modern Dance Techniques I (3 cr)
___DAA 1200 Ballet Techniques I (3 cr)
___ENL 3504 British Literature to 1660 (3 cr)*
___ENL 3506 British Literature Since 1660 (3 cr)*
___IDS 3336 Artistic Expression in a Global Society (3 cr) – GL
___MUH 2116 Evolution of Jazz (3 cr)
___SPC 2608 Public Speaking (3 cr)
___TPP 2100 Introduction to Acting (3 cr)

NATURAL SCIENCE (2 three-credit courses required, one from Group One and one from Group Two. Lecture and Lab must be taken together.)

Natural Science – Group One (State Required):
**IMPORTANT NOTES**

Only these courses meet the University Core Curriculum (UCC) requirements, and all must be taken for a letter grade. Pre-professional (i.e. pre-law, pre-med, etc.) requirements are available at the Academic Advising Center website listed below. Students are ultimately responsible for meeting with advisors to discuss academic and career goals, course planning, academic policies and procedures, and opportunities for engagement at the University. Students are encouraged to meet with advisors should they have any questions about the UCC requirements or any of the notes included below.

**GORDON RULE REQUIREMENT**

Courses in the following areas are considered Gordon Rule: Communication, Mathematics, and courses designated as GRW. A grade of "C" or better is required in these courses.

**GORDON RULE with WRITING (GRW) REQUIREMENT**

Students are required to demonstrate college-level writing skills through six semester hours of Gordon Rule Writing-designated courses (GRW). To fulfill this requirement, students can select any two GRW-designated courses in the University Core Curriculum. These courses can be from the same or different categories. See note above. This is repetitive.

**COMMUNICATION**

Placement into ENC 1101 will be based on unweighted high school grade point average (GPA). Students with an unweighted high school GPA below 3.0 will be required to take ENC 1930
Essay Writing prior to enrollment in ENC 1101.

Transfer Students

**Students with more than 30 transfer credits may be able to substitute the following for ENC 1101 ENC 1102.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 2304</td>
<td>College Writing for Transfer Students</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>(and then one of the following)</td>
<td></td>
</tr>
<tr>
<td>ENC 3213</td>
<td>Professional and Technical Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENC 3311</td>
<td>Advanced Writing and Research</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENC 3314</td>
<td>Writing Across the Curriculum</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**GLOBAL LEARNING (GL) REQUIREMENT**

Freshmen must complete one Global Learning (GL) Foundation course and one Discipline-Specific course. Transfers who meet UCC requirements prior to entering FIU must complete two Discipline-Specific courses. Transfers who do not meet UCC requirements prior to entering FIU must take one GL Foundation course and one Discipline-Specific course. For an updated list of courses and their effective semester, visit [http://goglobal.fiu.edu](http://goglobal.fiu.edu).

**SUMMER ENROLLMENT REQUIREMENT**

Students who transfer to FIU with fewer than 60 credits must earn at least 9 credits during one or more summer semesters to be eligible for graduation.

**EXEMPTIONS**

a) **Transfer Students:**

Transfer students with an AA from a FL public college automatically meet the UCC. All others may be required to complete UCC courses.

b) **Natural Science:**

Transfer students who completed one or both science courses without labs at another institution prior to admission to FIU will be deemed to have satisfied the Natural Science requirement.

c) **Honors College:**

Students in the Honors College who have satisfied designated Honors Courses will be deemed to have met sections of the UCC & GL requirements. Visit [http://honors.fiu.edu](http://honors.fiu.edu) for course equivalencies.

**WHO IS MY ASSIGNED ADVISOR?**

Login to [https://my.fiu.edu](https://my.fiu.edu) and look for the My_eAdvisor Student Dashboard icon. Use My_eAdvisor to find and message your assigned advisor as well as make appointments and view advisor notes.
MYMAJOR
MyMajor (http://mymajor.fiu.edu) provides in-depth information on all FIU undergraduate majors, admissions criteria, career opportunities, and department contact information. MyMajor includes Major Maps, or programs of study, that show students what they need to take to graduate in a timely manner.

PANTHER DEGREE AUDIT
A PDA is an unofficial copy of a student's academic progress that may be obtained from https://my.fiu.edu.

ACADEMIC WARNING AND PROBATION
The “warning” and “probation” status has serious implications on academic progress, financial aid, and scholarships. Students must meet with an advisor immediately if placed on Academic Warning or Probation.

EXCESS CREDIT HOUR SURCHARGE
A surcharge is assessed for each credit attempted in excess of 110% of the minimum required for your degree. This typically means students can attempt up to 12 additional credits before incurring double tuition. Visit http://onestop.fiu.edu for additional information.

Undergraduate Education Academic Advising Center
Questions: PC 249 (MMC) 305.348.2892 ACI-180 (BBC) 305.919.5754
E-mail: advctr@fiu.edu
Website: http://undergrad.fiu.edu/advising
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 8th Street, AHC5 5th 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 Fax
(305) 348-5312

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
