



**NORTHERN  
ARIZONA  
UNIVERSITY**

**School of Social Work**



# **Student Handbook**

**Bachelor of Social Work Program**

**School of Social Work**

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School of Social Work

## Welcome to the School of Social Work

The faculty and staff of the Northern Arizona University (NAU) School of Social Work welcome you. In addition to a Master of Social Work (MSW), the NAU School of Social Work offers a Bachelor of Social Work (BSW) with Online Campus, Flagstaff Mountain Campus, and Yuma campus options.

You have chosen not only a major, but a professional journey designed to bring you profound satisfaction, an enhanced capacity for responsible citizenship, and a heightened sense of commitment and dedication to social justice in the service of others. Professional social work requires a high level of emotional and intellectual resources, as well as an acceptance of the values and ethics of the profession. Social work is a challenging and rewarding profession for those interested in others and willing to give of themselves.

The purpose of the **School of Social Work BSW Handbook** is to educate, share knowledge, and inform students, faculty, staff, alumni, advisory board, and field representatives about the Northern Arizona University Bachelor of Social Work (BSW) Program in a consistent and uniform manner. Program policies, procedures, and information for planning and engaging in the professional social work educational experience at NAU are centralized and standardized in this handbook. Please read this manual thoroughly, along with the BSW Field Manual, and utilize the information to make your role as a BSW student easier. We are available to assist you along the way.

## **School of Social Work Leadership**

### **CHAIR**

Michael J. McCarthy, PhD, MSW, Professor

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### **ACADEMIC SUCCESS COORDINATOR, SR.**

Kendra Garland, M.Ed.

### **ACADEMIC PROGRAM COORDINATOR, INT.**

Jennifer Prunty, M.A. Anth.

### **FULL LIST OF SOCIAL WORK FACULTY AND STAFF**

<https://directory.nau.edu/departments?id=10855&src=social-work>

Northern Arizona University's BSW Program is firmly rooted in, consistent with, informed, and shaped by: 1) The purpose and values of the Social Work Profession; 2) The mission and purpose of Northern Arizona University and the College of Social and Behavioral Sciences, and 3) Its regional context.

## **BSW Program History**

The Bachelor of Social Work degree program at Northern Arizona University, accredited initially in 1991 retroactive to 1988, is the only BSW degree program serving the rural northern high plateau and far southwestern areas of Arizona. The NAU Bachelor of Social Work Program has a long-standing tradition of community service and preparing competent professional social workers for generalist practice with Native Americans, Latine, and disenfranchised and vulnerable populations of the southwest.

## **BSW Program Mission**

The mission of Northern Arizona University's BSW Program across all program options is to prepare competent generalist focused social workers grounded in social work knowledge, values, skills, and cognitive and affective processes; geared to practice with rural and indigenous populations of the Southwest; and, focused on addressing poverty, structural racism, and oppression; providing leadership in promoting human rights and social, racial, economic, and environmental justice; and service with vulnerable and underserved populations locally, regionally, and globally.

"Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership. Social work educators serve the profession through their teaching, research, scholarship, and service. Social work educators are responsible for ensuring that students are prepared to practice safely, competently, and ethically with all clients, constituents, and the public. Additionally, social work education prepares competent practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies to address inequalities and inequities." (Council on Social Work Education, 2022, p. 5).

## **Purpose and Values of Social Work**

As reflected in the School of Social Work mission statement, the purpose and values of the profession of social work provide the foundation of our program. Social workers' professional practice is built on regard for the worth and dignity of all people, and advanced by honoring the significance of the relationship, mutual participation, non-judgmental positive regard, confidentiality and privacy, honesty, genuineness, and responsible handling of conflict. Social workers demonstrate respect for and appreciation of the unique characteristics of diverse populations and are committed to engaging in Anti-Racist, Diverse, Equitable, and Inclusive (ADEI) practices. Social workers respect the person's right to make independent decisions and to participate actively in the planned change process. Inherent in the right to self-determination is the right to information necessary to make informed decisions and choices. Social workers are committed to assisting client systems in obtaining needed resources and promoting social institutions that are more just and responsive to human needs through awareness of privilege and oppression affecting greater communities. This reflects a belief in social justice and that society is obligated to provide opportunities and safeguards for promoting the well-being of its members.

Social workers are committed to the belief that, concurrent with the right to dignity, worth, respect, self-determination, and social justice is social responsibility. Members of society have a responsibility to each other. Inherent in this value is the commitment and responsibility of the professional social worker to society and to integrity, competence, ethical conduct in practice, scientific inquiry and research-informed practice, care of self,



and doing no harm. Social Workers have a professional obligation to seek ways to use professional knowledge, values, and skills as responsible citizens and to promote social, economic, and environmental sustainability. Content regarding the purpose and values of social work is infused throughout the BSW curriculum across all program options.

The Northern Arizona University BSW Program is committed to a social work practice model that honors diverse individuals and rural client well-being. The Program is based upon a variety of theoretical perspectives and approaches that together, constitute what is known as a “strengths-based” approach to social work practice. This strengths-based approach drives the Program’s mission and goals. Developing a strengths-based framework must include knowledge of culturally competent practice and ADEI engagement. Embracing the need to give voice to marginalized communities, NAU’s BSW curriculum addresses ways for students to learn and practice ways of working with diverse groups of clients that best enable members of those communities to achieve their goals through anti-racist and anti-oppressive practice. To ground the strengths-based paradigm in practice, resilience theory is used as the system of understanding that shapes the strengths perspective. To utilize the strengths based perspective in social work practice, then, is to work to enhance the resilience of client systems.

A strengths-based perspective views communities as important human associations based on kinship, relationship, and shared experiences in which individuals voluntarily attempt to provide meaning in their lives, meet individual needs, and accomplish personal goals. Communities are social systems that may take on various forms, including religious institutions, ethnic and cultural organizations, neighborhoods, and kinship networks. Social workers grounded in a strengths-based approach are cognizant of the interrelatedness of clients’ well-being and the conditions in and of the larger community. There is an emphasis on building on the natural resources that already exist in communities. This perspective helps social workers understand behavior in context and illustrates how systems have an impact on individual social functioning. Strengths-based social work practice stresses that practitioners must be involved in strategies aimed at changing the social environments of clients and building on community resources. These strategies include advocacy, empowerment, policy development, and change implementation.

A strengths-based approach to practice recognizes the importance of natural helping networks and family systems. Systems theory combined with a strengths perspective focuses on linkages that connect individuals with each other. The strengths perspective is an overall approach to thinking and practice that addresses both individual suffering and social justice. Social justice is an organizing value of social work. A commitment to human rights and social justice provide the moral grounding for social work practice and research. Social workers contribute to a just society by helping to create the structural arrangements and social processes in which these fundamental rights are honored and resources are obtained and distributed in an equitable manner. The valuing of social justice and human rights and the implications of that valuing for the profession underlies the Northern Arizona University BSW Program and its efforts to enlighten and empower social workers to be active change agents on behalf of those who face adversity or are oppressed. Knowledge and skills related to social justice are fundamental to the curriculum.

Integrating a bio-psycho-social approach and the ecological perspective enhances students’ insights and knowledge about the human condition. Knowledge of biological influences, psychological perspectives, and social theories on family dynamics, ethnicity and culture, social movements, socioeconomic class, and social institutions are introduced in the generalist year curriculum. The ecological perspective complements the bio-psycho-social approach, emphasizing the interactions between people and their multiple environments. The ecological approach provides concepts that help social workers understand people’s transactions and allow social workers and clients to identify and address those processes that undermine human dignity, self-actualization, and fulfillment.

The above philosophy defines the conceptual parameters and commitments of the NAU BSW Program. It articulates the assumptions that grounds our curriculum and outlines our vision of professional social work. This framework further refines the BSW Program’s mission and is a basis for forming the program goals.

## NASW Code of Ethics

The primary mission of the social work profession is to enhance human well-being 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. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- **service**
- **social justice**
- **dignity and worth of the person**
- **importance of human relationships**
- **integrity**
- **competence**

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

For a full copy of the Code of Ethics, please visit: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## CSWE Educational Policy and Accreditation Standards

The accreditation review process provides professional judgments on the quality of social work education programs in institutions and encourages continuous improvement. These findings are based on the Educational Policy and Accreditation Standards (EPAS) developed by the COA and the Commission on Educational Policy (COEP). Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice. CSWE's COA uses the EPAS to accredit baccalaureate and master's-level social work programs.

The EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

The EPAS requirements can be read in full on the CSWE web site: <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>

## **Council on Social Work Education (CSWE) EPAS 2022**

The following nine competencies correspond to the 2022 CSWE Educational Policy and Accreditation Standards (EPAS) and competencies of baccalaureate-level graduates in social work. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors (2022 EPAS, p. 8).

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

#### **Social workers:**

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.



**Social workers:**

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

**Social workers:**

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

**Social workers:**

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

**Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

**Social workers:**

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Social workers:**

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

**Social workers:**

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

**Social workers:**

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Social workers:**

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## **BSW Program Goals**

The goals of the Northern Arizona University BSW program are:

1. To prepare competent generalist social workers with the knowledge, values, skills, and cognitive and affective processes for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally. **(Competencies 3, 6, 7, 8, and 9)**
2. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice. **(Competency 1)**
3. To provide service to the community and promote human rights, social, economic, and environmental justice. **(Competency 2)**
4. To prepare competent generalist social workers to engage in practice-informed research and research-informed practice and to promote multiple ways of knowing. **(Competency 4)**
5. To provide students with the knowledge and skills to understand, engage, and assess policy practice from a strengths-based perspective. **(Competency 5)**

Program Goals	Competencies
<p>1. To prepare competent generalist social workers with the knowledge, values, skills, and cognitive and affective processes for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.</p>	<p>C3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>C6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>C7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>
<p>2. To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice.</p>	<p>C1: Demonstrate Ethical and Professional Behavior</p>
<p>3. To provide service to the community and promote human rights, social, economic, and environmental justice.</p>	<p>C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p>
<p>4. To prepare competent generalist social workers to engage in practice-informed research and research-informed practice and to promote multiple ways of knowing.</p>	<p>C4: Engage In Practice-informed Research and Research-informed Practice</p>

Program Goals	Competencies
5. To provide students with the knowledge and skills to understand, engage, and assess policy practice from a strengths-based perspective.	C5: Engage in Policy Practice

## NAU Academic Advising: Flagstaff, Yuma, and Online Courses

### NAU First Year and Initial Transfer Student Academic Advising

NAU provides professional academic advising services throughout each student's academic career. As you enter your first year at NAU, these professional services are provided by Gateway Advising Center. This is the home all all first year and transfer advising appointments and services. <https://in.nau.edu/university-advising/>



### University Academic Advising

The University Advising team's purpose is to guide and support students as they progress through their academic careers. Advisors assist with academic plan and sub-plan selection, course selection and sequencing, resource and tool referral, enrollment, policy interpretation, and coach students through their academic requirements and challenges. Using various academic advising strategies, advisors promote student growth in establishing and attaining near and long-term goals, teach and model problem solving, and help students appreciate their strengths and address their weaknesses.

## Social Work Academic Advising

NAU utilizes professional academic advisors to support students in their degree planning. The BSW Coordinator, Online Coordinator, and Field Director work closely with the Social Work-assigned academic advisors for all program options--Flagstaff, Yuma, and Online. We provide periodic trainings for advising staff, and we actively collaborate on enrollment needs, transfer course equivalencies, and student degree planning issues. The social work advisors are valued members of the social work team, assisting with program orientation processes and providing support in determining enrollment projections/capacity needs. Our ability to work together allows for a seamless and speedy resolution to student questions and enrollment needs. Academic Advising is so important to the success of our BSW students that we *require* all students to meet with their Social Work Academic Advisor **at least once per academic year to develop and maintain their program of study.**

Social Work majors work with a social work academic advisor automatically matched through the NAU LOUIE system. Admitted students can see their assigned advisor by logging into LOUIE, <https://in.nau.edu/louie/>. Students are expected to maintain regular contact with their professional academic advisor, and during early enrollment periods, make an appointment to discuss, review, and plan their academic program for the upcoming semesters. Social Work academic advisors assist seniors in completing their graduation application, while faculty mentors provide information about employment and/or graduate schools, and write letters of recommendation, if requested, for students. Current NAU Students can schedule an appointment with their assigned academic advisor at <https://appointments.nau.edu>.

### **BSW Program Options Advising Resources**

All students in the BSW Program utilizing the Flagstaff, Yuma, and Online campuses are treated to the same professional Social Work Advising Services by capable and friendly staff at each program option. NAU has well-developed advising services for all students, in Flagstaff or Statewide. Frequent communication between advisors, the BSW Program Coordinator, and Field Education Director is common as there are many students with varying needs in each space. Common collaboration between the BSW Coordinator and advising staff may be to evaluate transfer credits, course progression efficiency, and course retakes.



## BSW Four Year Degree Plan

The following represents degree plans developed by you and your Social Work Academic Advisor. Go to <https://catalog.nau.edu/Catalog/details?plan=SWBSWX&catalogYear=2425> to view the BSW degree progression plan and pre-requisite and co-requisite requirements. **You must meet with your SBS Academic Advisor once a year to develop and maintain your plan of study.**

### Bachelor of Social Work Undergraduate Catalog Progression Plan-Concurrent

<b>Name:</b> x		<b>ID:</b> x	
<b>Major:</b> BSW		<b>Minor/2<sup>nd</sup> Major:</b> (Not Required)	
<b>Units Completed to Date:</b> 0		<b>Term of Grad:</b> [4 years required minimum]	
<b>Fall Semester 1</b>		<b>Spring Semester 1</b>	
-SW 220(3)		-SW 295(3)	
-PSY 101(3)		-ISM 120(3)	
-MAT Foundation(3)		-US Ethnic(3)	
-ENG Foundation(4)		-Global(3)	
-AHI(3) 1 of 2		-Lab-Sci(4)	
<i>Winter Semester 1</i>		16 Unit sem.	32 Total
16 Unit sem.	16 Total		
<b>Fall Semester 2</b>		<b>Spring Semester 2</b>	
-SOC 365/PSY230/STA 270(3)		-SW 450(3) 1 of 2	
-PSY 240(3)		-AHI(3) 2 of 2	
-SAS(3)		-CU(3) 2 of 2	
-CU(3) 2 of 2		-Ethnic Cognate(3)	
-SW/BIO 310(3)		-Gender Cognate(3)	
<i>Winter Semester 2</i>		15 Unit sem.	62 Total
15 Unit sem.	47 Total		
<b>Fall Semester 3</b>		<b>Spring Semester 3</b>	
-SW 401(3)		-SW 321(3) Spring ONLY	
-SW 320W(3)		-SW 355(3) Spring ONLY	
-Indigenous Cognate(3)		-General Elective(3)	
-SocEcon Cognate(3)		-General Elective(3)	
-General Elective(3)		-General Elective(1-3)	
<i>Winter Semester 3</i>		13 Unit sem.	90 Total
15 Unit sem.	77 Total		
<b>Fall Semester 4</b>		<b>Spring Semester 4</b>	
-SW 422(3) Fall ONLY		-SW 420(3) Spring ONLY	
-SW 423(3) Fall ONLY		-SW 498C(3) Spring ONLY	
-SW 427(3) Fall ONLY		-SW 450(3) 2 of 2	
-SW 408(6)		-SW 408(6)	
-Concurrent-		-Concurrent-	
-15 units MAX-		-15 units MAX-	
<i>Winter Semester 4</i>		15 Unit sem.	120 Total
15 Unit sem.	105 Total		

**Progression Plan-Block**

<b>Name:</b> x		<b>ID:</b> x	
<b>Major:</b> BSW		<b>Minor/2<sup>nd</sup> Major:</b> (Not Required)	
<b>Units Completed to Date:</b> 0		<b>Term of Grad:</b> [4 years required minimum]	
<b>Fall Semester 1</b>		<b>Spring Semester 1</b>	
-SW 220(3)		-SW 295(3)	
-PSY 101(3)		-ISM 120(3)	
-MAT Foundation(3)		-US Ethnic(3)	
-ENG Foundation(4)		-Global(3)	
-AHI(3) 1 of 2		-Lab-Sci(4)	
<i>Winter Semester 1</i>		16 Unit sem.	32 Total
16 Unit sem.	16 Total		
<b>Fall Semester 2</b>		<b>Spring Semester 2</b>	
-SOC 365/PSY230/STA 270(3)		-SW 450(3) 1 of 2	
-PSY 240(3)		-AHI(3) 2 of 2	
-SAS(3)		-CU(3) 2 of 2	
-CU(3) 1 of 2		-Ethnic Cognate(3)	
-SW/BIO 310(3)		-Gender Cognate(3)	
<i>Winter Semester 2</i>		15 Unit sem.	62 Total
15 Unit sem.	47 Total		
<b>Fall Semester 3</b>		<b>Spring Semester 3</b>	
-SW 401(3)		-SW 321(3) Spring ONLY	
-SW 320W(3)		-SW 355(3) Spring ONLY	
-SW 450(3) 2 of 2		-SW 420(3) Spring ONLY	
-Indigenous Cog(3)		-General Elective(3)	
-SocEcon Cog(3)		-General Elect(1-3)	
<i>Winter Semester 3</i>		13 Unit sem.	90 Total
15 Unit sem.	77 Total		
<b>Fall Semester 4</b>		<b>Spring Semester 4</b>	
-SW 422(3) Fall ONLY		-SW 408(12)	
-SW 423(3) Fall ONLY		-SW 498C(3) Spring ONLY	
-SW 427(3) Fall ONLY		-block-	
-General Elective(3)		-15 units MAX-	
-General Elective(3)			
<i>Winter Semester 4</i>		15 Unit sem.	120 Total
15 Unit sem.	105 Total		

## BSW Major Requirements

*Social Work students must meet with their assigned academic advisor at least once per year to ensure they are staying on track with the program and properly aligning their classes for internship. Please meet with your advisor for a degree plan. Do not rely on JacksPlanner to organize your schedule. Social Work students may transfer 75 units of coursework to apply to their degree.*

### Major Requirements

This major requires 75-76 units distributed as follows:

#### Take the following 75 units:

##### Professional Courses (60 units)

- Professional Courses: 60 units
- Behavioral Science Cognates: 15-16 units
- [SW 220](#)\* (3 units)
- Research (6 units):
  - Statistics: [PSY 230](#), [SOC 365](#), or [STA 270](#) (3 units)
  - Research Methods: [SW 355](#) (3 units)
- Policy (6 units):
  - [SW 420](#) (3 units)
  - [SW 320W](#) which meets the junior-level writing requirement (3 units)
- Human Behavior and the Social Environment: [PSY 240](#), [SW 295](#), [SW 427](#) (9 units)
- Information Technology Literacy: [ISM 120](#) or [BBA 293](#) (3 units)
- Generalist Practice: [SW 321](#)\*, [SW 422](#), [SW 423](#) (9 units)
- Crisis Intervention: [SW 401](#) (3 units)
- Contemporary Topics in Social Work: [SW 450](#) topics (6 units)
  - [SW 450](#) must be repeated, with different content, for at least 6 units
  - [SW 452](#), [SW 454](#), [SW 455](#), [SW 456](#) may be used to fulfill the required Topics Courses.
- Field Education: [SW 408](#)\*\* (12 units)
- Senior Seminar: [SW 498C](#) which meets the senior capstone requirement (3 units)

\*[SW 220](#) and [SW 321](#) must be completed with a Grade of "B" or better in each. Students who earn a Grade of "C" in either of the above courses may petition to retake each course one time for grade replacement. Student degree progression may be impacted if students have to retake [SW 220](#) and/or [SW 321](#).

\*\* Students must successfully complete [SW 408](#) the first time it is taken.

Only one Grade of "D" in the professional core courses is permitted.

Students are required to maintain a 2.25 overall GPA for retention in the major.

##### Behavioral Science Cognates (15-16 units)

\*\*\*Topics course: Latinx topic required

Select one course from each of the following areas:

- Ethnicity, select one from (3 units):
  - [SOC 215](#), [SOC 301](#)\*\*\*, [SOC 360](#),
  - Any ES course
- Gender, select one from (3 units):
  - [CCJ 360](#)
  - [CST 301](#)
  - [CST 424](#)
  - [HIS 295](#)
  - [POS 355](#)

- [PSY 491](#)
- [SOC 204](#),
- Any WGS course
- Human Biology, select one from (3-4 units)
  - ([BIO 201](#) and [BIO 201L](#)), [BIO 310](#)
  - [SW 310](#)
- Indigenous Populations of the Southwest, select one from (3 units):
  - [AIS 101](#), [AIS 201](#), [AIS 232](#), [AIS 280](#), [AIS 290](#), [AIS 335](#), [AIS 390](#)
  - [ANT 306](#)
  - [ES 160](#)
  - [HIS 396](#)
  - [SOC 315](#)
  - [SW 453](#)
- Social and Economic Justice, select one from (3 units)
  - [ECO 280](#), [ECO 285](#)
  - [SOC 210](#), [SOC 353](#)
- A Social Work advisor's approval is necessary for any courses not listed above.

### General Electives

- Additional coursework is required if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any of the academic areas, using these courses to pursue your specific interests and goals. You may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or general studies requirements.

You must meet with your advisor to select the courses that will be most advantageous to you.

### Course Retakes

In accordance with NAU policy, Social Work courses may be taken twice in an effort to replace a low grade. In the case of extenuating life circumstances such as medical, bereavement, or other documented hardship as defined by the NAU Institutional Excuses Policy, <https://nau.edu/provost/academic-operations/resources-policies/institutional-excuses/>, with supporting documentation, a student may be permitted to enroll in a course for a third and *final* time.

### BSW Cohort Model and Campus Designation/Program Option

Research supports the effectiveness of a cohort model for student success. Students in a cohort develop close, supportive relationships while completing their academic and field training. Cohorts provide support, friendship, mentoring, cross-learning, and collective study opportunities. At their best, cohorts reduce feelings of isolation and anxiety. This model is also culturally responsive, as personal relationships, extended families, relatives, and ancestors are critically important to most of our students. Students are admitted as a cohort or group and have opportunity to meet each other at the BSW Program Orientations for each campus option. Each cohort has its own identity and decides how members will interact. For example, some cohorts have organized student activities, planned social gatherings, and planned graduation celebrations. Cohorts may help to surface both problems and solutions related to a demanding workload, group interactions in classes, and differences across race, language, immigrant status, class, gender identity and expression, disability, age, and other facets of students' complex intersectional identities. Working through these issues as peers, in collaboration with faculty, provides real-world social work practice experience that is relevant for workplaces and communities alike. The cohort is a powerful force of solidarity and cohesion and an important source of social connection, professional networking, and lifelong friendships.

Because the cohort model is such an important piece of NAU's social work education, students may only register for classes at their designated campus. For example, BSW Flagstaff Campus or BSW Yuma Campus students are not permitted to register for BSW Online Campus classes and vice versa. If a change in campus/program option is needed, a student must go through the Office of the Registrar for an official campus change designation. At that point moving forward, all social work classes will be taken from that new campus.

**\*Important\*** Pricing for tuition and other fees may vary from campus to campus. When considering a change of campus/program option, it is imperative that you investigate the potential loss of scholarships and the price of tuition and fees at your new campus designation/program option. Please consult with the Office of the Registrar or the Office of Financial Aid and Scholarships before making this important decision.

## BSW Core Courses Overview

### **SW 220 People to People: Social Welfare and Social Work**

This course is an examination of the forces that have influenced the evolution of social welfare and the demand for social workers and their services. The exploration of the evolution of societies' responses to human needs identified as basic to the well-being of the members of society emphasizes a critical analysis of the impact of poverty on society, the people who live in poverty, and the effectiveness of social response to address and eliminate poverty. This course will also provide the base for looking at individual experience and impact with intersectionality to highlight the necessity for anti-racist, equitable and inclusive practices when working with clients. It is a General Studies course in the Social and Political Worlds distribution block with a focus on developing and assessing the Essential Skill of effective writing. Students participate in a service-learning experience as part of the course. **(3 credits)**

### **SW 295 Social Justice and Diversity in Social Work**

The course will provide the conceptual, theoretical, and empirical knowledge base related to oppression, privilege, and empowerment. Theoretical and conceptual perspectives and frameworks of critical race theory, anti-racism and anti-oppression social work practice models, and the concept of intersectionality (multiple dimensions of human identity) are infused throughout this course that are intended to deepen the horizontal and vertical components of multicultural social work practice with diverse populations. This course will also examine and discuss key social work theoretical perspectives and social work frameworks that inform culturally competent social work practice: the critical constructionist perspective; the ethnocultural perspective; the oppression perspective; the vulnerable life situation perspective; the ecological perspective; the strengths framework; the Social Justice framework; the Human Rights framework; the Anti-oppression framework and the Anti-racism framework, and the implications of these perspectives and frameworks for multicultural social work practice. **(3 credits)**

### **SW 320W Social Policy and Legislation**

This course will familiarize students with the historical and legislative development of social welfare policy and social work. It will examine society's values and response to social concerns throughout history and relate them to the specific political, economic, and social structures of different periods while using social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. How these factors influenced the development of the profession of social work and promotion of social and economic justice will also be discussed. This course serves as the Junior Level Writing Requirement for the Social Work major. As such, the emphasis is on learning about social welfare policy and legislation through a series of writing assignments. One objective of the course is to improve writing skills. **(3 credits)**

### **SW 321 Generalist Practice I**

Course content and role-playing requirements provide students with the knowledge (theoretical and

conceptual frameworks of ecological systems, strengths perspective, communication theory, evidence-based, planned change processes), values (NASW Code of Ethics), and skills (cultural competence, interviewing, issue and strengths identification, and information gathering) for generalist social work practice across client systems. The engagement in the service-learning requirement fosters and facilitates application of the knowledge, values, and skills developing through the course. Active participation in this application of skills fosters understanding of anti-oppressive, inclusive, and culturally sensitive, equitable intervention techniques. **(3 credits)**

#### **SW 355 Social Work Research**

The focus of SW 355 is the application of scientific inquiry in generalist social work practice to develop competence in the use of evidence to inform practice and the use of practice processes to inform research through anti-racist, and anti-oppressive strategies that address inherent biases.. Course content includes question formulation and hypothesis development, literature review, variable operationalization, qualitative and quantitative methodology, research design, data collection and analysis, and systematic evaluation of practice within the ethical, political, social, economic, and locality (local to global) contexts in which research is conducted. **(3 credits)**

#### **SW 401 Crisis Intervention**

Events and perception of crises are part of the human experience. The focus of this course is the preparation of social workers and other helping professionals for working with individuals, families, groups, communities, and organizations through the experience of crisis to enable return to balance and social functioning. Students learn about crisis theory, types and kinds of crises from developmental to catastrophic, the elements of a crisis situation and crisis intervention, the principles and processes of crisis intervention, and the skills for responding to people in crisis within the context of professional values and ethical standards for practice and an appreciation and respect for age, gender, gender identification, physical and mental condition, sexual orientation, ethnic, cultural, social, political, economic, belief, and and environmental justice and diversity to promote inclusive, anti-racism interventions in crisis situations. As part of this course, students will participate in a ride-along experience with a first responder service, and engage in self-reflection and identification of mechanisms for managing stress and preventing compassion fatigue. **(3 credits)**

#### **SW 408 Field Placement**

Field education is the 450 clock hour component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values and skills resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized. Field placement makes learning direct, immediate, and personal. Students will learn to follow agency rules and guidelines and apply NASW ethics and values while addressing competencies and understanding how to engage in and implement anti-racist, diverse, equitable, and inclusive practices in the field. With this service learning experience, students grow in self-awareness and develop a sense of professional identity and competence. **(12 credits)**

#### **SW 420 Social Welfare Policy Practice**

The purpose of this course is to provide students with social policy practice skills for culturally competent generalist social work practice. Students examine, analyze, and engage in action activities associated with current social welfare policy while assessing if policies promote social justices and align with anti-racist, diverse, and inclusive values of social work. **(3 credits)**

#### **SW 422: Generalist Practice II**

Professional social work practice requires skill in assessing and intervening in social concerns at a variety of client system levels (individual, family, group, organization, community). Intervention and practice within this level include understanding how to accurately implement anti-oppressive, accessible, and inclusive supports in a client's environment. The planned change process (engagement, assessment, planning, intervention, evaluation, disengagement) can be applied to each system level. However, effective practice at each level also requires knowledge about and application of skills specific to that level. The goals of this course are to: 1) examine and apply ecosystems, strengths perspective, and evidence-based planned change processes when the focus of the intervention is determined to be at the individual, group, and family level, 2) develop specific skills and knowledge



(practice frameworks) used by social workers in initiating planned change at the individual, family, and group levels, and 3) integrate mechanisms for measuring the effectiveness of intervention strategies and processes. **(3 credits)**

#### **SW 423: Generalist Practice III**

Course content will provide the student with the opportunity to explore sources and develop knowledge, skills, and values of generalist social work practice in macro settings including organizations and communities. Students will learn to apply evidenced-based practice, assessment, social policy, and technology principles with macro level client systems and gain valuable understanding on how addressing systemic inequalities at this level is essential to cultivating anti-racist, anti-oppressive, and inclusive environments in all levels of social work. **(3 credits)**

#### **SW 427 Social Work Assessment**

Assessment is a core component of the planned change process for generalist social work practice. In this course, students apply the knowledge and skills learned from university liberal studies, diversity, and social work behavioral science cognate requirements to assessment with individuals, families, small groups, organizations, and communities within the context of social work values and ethical standards for practice, and human, cultural, and locality diversity with an anti-racist, inclusive, and equitable lens. As indicated in the learning outcomes specified for this course, students learn to identify the interface between human behavior and the social environment, examine elements of human diversity and social structures that support or inhibit development and social functioning, utilize ecological system and strengths perspectives, human behavior and social theory, research, and evidence in the assessment process, and apply principles and processes of assessment to inform practice decisions and intervention strategies. Students engage with an older adult in a service learning experience for the purpose of life review/reminiscence assessment processes. **(3 credits)**

#### **SW 498C Senior Seminar**

This seminar offers students the opportunity to integrate the various strands of learning drawn from their liberal arts, behavioral science cognate, and professional core course work into a model or conceptual framework of generalist social work practice. While it is acknowledged that the process of integration is primarily an internal process and has been required and demonstrated in earlier course work, this course provides the opportunity to synthesize and crystallize holistically the components (knowledge, values, and skills) of competent generalist social work. Students will be assessed on their ability to apply these components to a real-world client and their needs in a way that is culturally responsive, inclusive, accessible, and anti-oppressive. **(3 credits)**

## **Transfer Credits**

Course work transferred from other social work programs is evaluated on a case-by-case basis by the BSW Program Coordinator to determine if content is equivalent to that required in our program.

This process is completed in collaboration with professional NAU Academic Advisors assigned to our program. Students frequently transfer SW 220, PSY 240, ISM 120, and Behavioral Science Cognate courses from other colleges and universities. To ensure course equivalency of transfer between Arizona colleges and universities, Arizona Universities and Colleges participate in the Arizona Course Equivalency Tracking System (ACETS). As mentioned previously, the Transfer Articulation Task Force for the social work major meets annually in October. The BSW Program Coordinator is our program representative on this task force and reviews all syllabi submitted by Arizona universities and community colleges for equivalency with our social work courses.

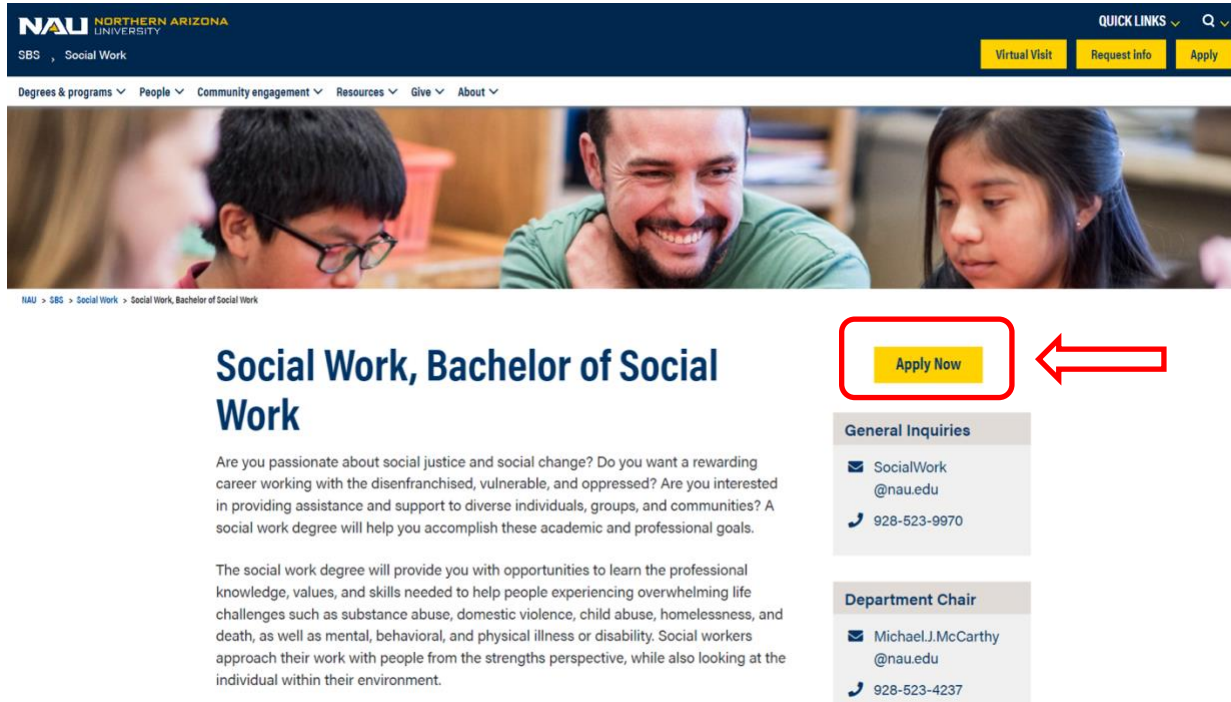
To complete a transfer evaluation for courses that are not taken at an Arizona university or college, the student is expected to provide a course description and/or syllabus for the transfer course that includes the degree(s) of the instructor, course text(s), course objectives, course assignments, and course content topic areas. The student will work with their academic advisor on this task. The BSW Program Coordinator is available for consultation in decisions regarding acceptance of transfer credit for social work major requirements and the Social Work Chair has final authority if there are disagreements about transfer credit decisions.

# BSW Program Admission Application and Deadlines

## Application deadlines:

- To start in spring semester: **October 1** (Flagstaff, Yuma, and Online students)
- To start in fall semester: **February 15** (Flagstaff and Online students)
- To start in fall semester: **June 1** (Online and Yuma students only)

To apply go to the web-based application at: <https://nau.edu/social-work/social-work-bsw/>



**NAU** NORTHERN ARIZONA UNIVERSITY

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## Social Work, Bachelor of Social Work

Are you passionate about social justice and social change? Do you want a rewarding career working with the disenfranchised, vulnerable, and oppressed? Are you interested in providing assistance and support to diverse individuals, groups, and communities? A social work degree will help you accomplish these academic and professional goals.

The social work degree will provide you with opportunities to learn the professional knowledge, values, and skills needed to help people experiencing overwhelming life challenges such as substance abuse, domestic violence, child abuse, homelessness, and death, as well as mental, behavioral, and physical illness or disability. Social workers approach their work with people from the strengths perspective, while also looking at the individual within their environment.

**Apply Now**

**General Inquiries**

✉ SocialWork@nau.edu  
📞 928-523-9970

**Department Chair**

✉ Michael.J.McCarthy@nau.edu  
📞 928-523-4237

## Admission Requirements

All admission criteria for the BSW Program are identified in the NAU Course Catalog and the application. The admissions process to the School of Social Work serves three primary functions:

- 1) tracking and monitoring student involvement and progress;
- 2) gate keeping to the social work profession; and,
- 3) professional socialization.

Decisions regarding admission to the social work major are made by the BSW Program Admissions Committee comprised of full-time social work faculty. A clearly defined scoring system is used to evaluate applicants based on specific criteria. The criteria established for evaluation of students is comprehensive with academic, professional, and personal factors considered. Members of the Admissions Committee first individually review and score each assigned application according to these criteria. The committee then pairs with another faculty member who also scores the same application to compare and discuss scores and to apply and interpret the criteria should differences between scores be significant. Results of the scoring are then forwarded to the Admissions Committee Co-Chairs, the BSW Program Coordinator and the Online Coordinator.

### **Academic Preparation and Readiness**

- 1) Completion of SW 220 (People to People) or its equivalent transfer course with a "B" or better.
- 2) Completion of 24 college credit hours with a minimum overall GPA of 2.25 (based on 4.0 = A).
- 3) Declare Social Work as a major.

### **Admission Requirements**

- 1) Social Work Admission Application Form: <https://nau.edu/social-work/social-work-bsw/>
- 2) Copies of Official Transcripts\*
- 3) Personal Statement\*\*
- 4) Two Letters of Recommendation (web based forms sent to your references)\*\*\*

\*Transcripts are automatically pulled into student applications. However, students are responsible for submitting any transcripts for transfer courses from other institutions to their Academic Advisors.

\*\*The personal statement includes five (5) essay questions that are found in the application.

\*\*\*References DO NOT need to write actual letters. Students submit reference contact information in the application and referees are sent a link to the web-based Reference Form via e-mail.

A personal interview with the Social Work Admissions Committee may be requested. The Personal Statement reveals the most information about the student's interest and motivations to pursue the profession of social work. Students share personal experiences that informed their desire to become social workers. These experiences may include relationships with other social work students, positive role models in their lives, or experiences in which they were listened to by a worker; their life experiences, feelings of compassion toward others, experiences with helping people in former situations; and desire to "make a difference" in their communities through social work. We profoundly appreciate the fact that many people want to help others and work toward ending social, economic, and environmental injustice. The Personal Statement is used as a mechanism for evaluation of applicant writing skills enabling program faculty to direct students to additional academic support services for a more successful university experience.

## **Credit for Life Experience Policy**

To ensure that students receive a consistent, comprehensive educational experience leading to competence as generalist social workers, the School of Social Work does not grant credit for either life or work experience in lieu of any required social work courses or the internship. Students who have completed social work courses at other CSWE accredited programs will have their materials reviewed on a case-by-case basis by the Registrar and the BSW Program Coordinator or Online Program Coordinator to determine comparability with CSWE social work requirements.

## **Field Education**

The purpose of the field education program is to provide an educationally focused and directed practice experience that enables students to discover, develop, and enhance their capacities as advanced generalist social workers. Field education is the 450 clock hour component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values, skills, and cognitive and affective processes resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized.

Field placement makes learning direct, immediate, and personal. Students' learning about their own feelings and attitudes is encouraged, for a part of the experience involves exploration of feelings and emotions to a greater

extent than is possible in the classroom. With this field placement experience, students grow in self-awareness and develop a sense of professional identity and competence.

Students can view the BSW Field Manual at <https://nau.edu/wp-content/uploads/sites/40/BSW-Field-Manual-7.11.18.pdf>

## Student Academic and Professional Performance Policies

### Academic Performance Standards for Admission, Retention, and Graduation

Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the Social Work School include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic Performance Standards for the NAU BSW Program fall into seven (7) categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Decision-Making Abilities, and Communication Skills.

The BSW Program's academic performance standards and examples of essential behavior for each standard are developed to ensure clarity on expectations for student behavior and achievement, and to ensure that students from our program are well-suited for the demands, roles, and responsibilities of professional social workers. Evidence of meeting academic performance standards may include, but are not limited to: reference letters from faculty, work/volunteer supervisors, and/or field instructors; feedback from faculty, field instructors, students, staff/university personnel, and/or community professionals; observation of classroom, volunteer, or field behaviors; oral and written assignments, examinations; personal statements or self-assessments; interviews with faculty or other professionals; and/or taped interview situations (audio or video).

Every effort is made to be responsive to student learning needs. If a student needs additional accommodations in the class to be successful, they should go through the Disability Resources (DR) office to discuss those needs. Professionals at DR will work with the student to ensure the appropriate documentation needed for classroom and course accommodations. It is the student's responsibility to register with DR. Applications for receiving services for students with disabilities should be made at least eight weeks prior to the start of the semester. If DR verifies a student's eligibility for accommodations, DR will work with instructors to make sure the learning needs of the student are met. Concerns related to noncompliance with appropriate provisions should be directed to Disability Resources, [DR@nau.edu](mailto:DR@nau.edu), 928.523.8773.

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will come before the BSW Academic Performance Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are handled.

<b>Scholastic Standard:</b> Includes overall GPA, GPA in required social work courses, and course grades.
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**Essential Student Behavior:**

- Achieve/ maintain an overall GPA of 2.25
- Earn a C or better in required Social Work Core courses. Grades of a B or better are required in SW 220, the introduction to social work course, for admission into the social work major and a B or better is required in SW 321, Generalist Practice I, for admission into the SW 408 Field Placement course. Only one

D is permitted for the Social Work Core courses. **Successfully complete SW 408 Field Placement the first time it is taken.**

**Professional Values and Ethics Standard:** Students demonstrate adherence to ethical, legal, and professional directives and expectations.

**Essential Student Behavior:**

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the *NASW Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people through consistent engagement with Anti-Racism, Diversity, Equity, and Inclusion (ADEI).
- Demonstrates professional and academic integrity in meeting the competencies of the School of Social Work and in fulfilling all program requirements. Students are expected to remain aware of and abide by the School of Social Work and Northern Arizona University Academic and Student Conduct Policies detailed in the NAU and BSW Student Handbooks.
- Respects the rights of others, promotes ADEI engagement, and upholds the ethical standards of privacy and confidentiality at all times.

**Self-Awareness Standard:** Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.

**Essential Student Behavior:**

- Engages in self-reflection and awareness of self and her or his impact on interpersonal and professional relationships.
- Examines and assesses the relationship between his or her personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the *NASW Code of Ethics*.
- Assesses their suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.
- Advocates for himself/herself in a responsible manner.
- Prepares for supervision and other forms of professional advisement and mentorship.
- Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance their professional development.
- Takes an active role in the learning process.
- Demonstrates a realistic and accurate self-awareness of their own strengths, limitations, values, and performance.

**Interpersonal Relationship Skills Standard:** Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

**Essential Student Behavior:**

- Relates interpersonally in a manner that is respectful, affirming of human rights, collaborative, valuing of diversity, characterized by maturity, and upholds an ethical commitment to ADEI.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in professional roles and responsibilities.

**Responsibility and Professional Readiness Standard:** Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

***Essential Student Behavior:***

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with NAU's Alcohol and Drug policies as outlined in the NAU Student Handbook, <https://in.nau.edu/wp-content/uploads/sites/203/SA-2023-24-Student-Handbook-October-2023.pdf>.
- Passes drug screens, as may be required by the program or field placement agency.
- Qualifies for a Fingerprint card.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, team members, and client systems.

**Critical Thinking and Decision-Making Abilities Standard:** Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

***Essential Student Behavior:***

- Demonstrates ability to gather, assess, and analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

**Communication Skills Standard:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

***Essential Student Behavior:***

- Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engagement, applying principles of sound communication.
- Demonstrates empathic and attending skills in interactions.
- Demonstrates mastery of the English language in written form in keeping with University proficiency requirements.



- Prepares written products that reflect mastery of the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for recordkeeping.

#### Academic Performance Review Guidelines for Retention and Termination

The School of Social Work Academic Performance Review Guidelines for Retention and Termination and Policy Exception Procedures can be accessed on the NAU School of Social Work website.

Social work education serves the function of assuring that competent persons enter the social work profession, and NAU's School of Social Work is committed to ensuring that students from our program are well suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student's motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the Social Work major are handled when a concern is raised about a student's performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program's Academic Performance Standards for Admission, Retention, and Graduation, are comprehensive. When offered admission to the BSW Program, they are provided with a copy of the NAU School of Social Work BSW Program Academic Performance Standards which is located within this BSW Handbook. Each student has the responsibility for discussing academic performance difficulties with their instructors, faculty field liaison, and advisor as appropriate to the situation.

Below is an illustrative but not exhaustive list of conditions that might result in an Academic Performance Review, based on the program's Academic Performance Standards.

Students are seen as violating the NAU School of Social Work's Academic Performance Standards and might be subject to performance review when they

- ◆ fail to demonstrate professional integrity in meeting required CSWE competencies and in fulfilling all program requirements.
- ◆ perform at levels of D and below in BSW course and/or field work.
- ◆ breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. NAU's policy on academic and classroom conduct is defined in the NAU student handbook and course syllabi.
- ◆ are consistently unable to meet classroom and program requirements; for example, they are involved in a high frequency of tardiness and absences in classes, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
- ◆ do not meet the grade-point requirements that have been established at different points in the program or earn a failing grade in the SW 408 course.

Students are required to have a minimum 2.25 overall GPA and a B or better in the introduction to social work course for admission to the major and maintain a 2.25 overall GPA for retention in the major. Students are

allowed only one D in the Social Work Core courses. A grade of B or better is required in SW 321 Generalist Practice I to be eligible for enrollment in SW 408 Field Placement. Students are expected to pass field placement (SW 408) the first time enrolled. Other courses are limited to two chances to earn the required grade.

- ◆ reject social work values as they proceed through the program or do not comply with the *NASW Code of Ethics*.
- ◆ fail to engage in ethical behavior in the community commensurate with professional practice. This may include breaching ethics at a field placement site such as violating HIPAA practices or internal agency policies.
- ◆ are found to be in serious violation of NAU Academic and Student Conduct policies, as determined by the NAU System.
- ◆ are convicted of a violent crime or other felony during enrollment as a social work student.
- ◆ are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the *NASW Code of Ethics*.
- ◆ are unable to pass a drug screen, as required by the program or the field placement agency.
- ◆ behave in ways that are inappropriate to the field of social work, as defined in the *NASW Code of Ethics* or NAU and Social Work School policies.
- ◆ are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the *NASW Code of Ethics*.
- ◆ interact inappropriately with faculty, staff, peers, field instructors, or in other collegial relationships.

#### Composition of the Committee

The Performance Review Committee will be a committee comprised of full-time social work faculty consisting of five members, including the committee chair and the complainant. The BSW Program Coordinator or Online Coordinator will serve as chair of the committee unless another designee is named. A combination of faculty with knowledge of the student's recent scholastic and professional performance and faculty new to the student's academic record will be asked to serve on the committee in order to fully speak to all aspects of the student's scholastic and professional abilities.

#### Responsibility of the Committee

The Performance Review Committee will review and make decisions about academic performance standard violation allegations as presented in writing to the BSW Program Coordinator and copied to the School of Social Work Chair and the Associate Dean for Curriculum and Student Affairs in SBS. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

#### Roles of Committee Chair and Complainant(s)

The committee chair is responsible for convening the committee, informing the student in writing (email or hard copy) that a complaint has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The complainant is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the academic performance under review.

#### Initiating a Performance Review

Any faculty member or field instructor who has a special concern about any aspect of a student's performance may bring the concern before the Performance Review Committee. The concern must be forwarded in writing by the complainant to the BSW Program Coordinator or Online Program Coordinator who chairs the committee. A student who has a concern about another student's compliance with the School of Social Work Academic Performance Standards may present the concern in writing to the BSW Program Coordinator. If the BSW Program Coordinator initiates a complaint against a student or there is another conflict of interest, another faculty member will be designated as chair of the committee.

#### Student Privacy and Confidentiality

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

The faculty operates under the professional concept of a **"circle of confidentiality,"** which means that departmental personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its goals and competencies, the performance status of a student in the program, and the safety and well-being of any NAU personnel, other students, or field agency personnel and populations served.

#### Procedures and Process

A review meeting will be scheduled as soon as possible following the emergence of a concern or complaint. The committee chair shall notify the student, the complainant, the committee, and the School of Social Work Chair of the meeting time and place, as well as the nature of the academic performance issue(s) to be considered by the committee.

Attendance at the review meeting will be governed as follows:

1. The student whose performance will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in their absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm their intent to attend the meeting. The student (and silent observer if one is present) may remain in the meeting until the point at which the committee begins its deliberations.
2. The student may invite a supportive adult to attend, as a silent observer, the Performance Review Committee meeting. It is the student's responsibility to notify the chair of the committee ahead of time regarding who is being invited to attend.
3. Other persons who have significant knowledge of the issue or of the student's academic performance also may be invited by either the student or the committee chair. The committee chair may invite additional administrative resources from within the institution, as appropriate.
4. The committee chair has the authority to limit the number of people who will be attending the review.

In all cases, the program shall follow procedures insuring student due process which requires the following:

1. The student shall be advised of the time and place of the hearing.
2. The student shall be advised of the breach of regulations of which they are charged.
3. The student shall be advised of the following rights:
  - a. The right to present his or her case.
  - b. The right to be accompanied by an adult silent observer.

- c. The right to call witnesses in his or her behalf.
  - d. The right to confront witnesses against him or her.
- 4. The student shall be advised of the method of appeal.

#### Meeting Agenda

- 1. Fact Finding
  - a. Presentation of facts leading to the performance review (chair)
  - b. Presentation of additional facts or clarification of facts related to investigation (student; witnesses or others called to the meeting)
  - c. Summation of Facts (chair)
- 2. Deliberation and Recommendation—Only the committee members, as well as additional administrative resources from within the institution, shall be present for this part of the meeting.

Recommendations of or actions taken by the committee shall be forwarded in writing (email or hard copy) to the student within 10 business days following the meeting of the committee. *See "Possible Outcomes of Performance Review," below, for illustrative recommendations.*

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee's recommendations and actions will be placed in the student's folder that is maintained by the School of Social Work.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee's recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student's folder.

#### Possible Outcomes of Performance Review

The following are some possible outcomes of a performance review, applied as appropriate to the severity of the offense. This list is to be seen as illustrative rather than exhaustive.

- A written performance plan
- Required human service activity
- Extra coursework or educational experiences
- A program probationary period during which specified criteria must be met
- Referral to a university disciplinary committee
- Suspension or expulsion from the social work major

#### Appeal

The student has the right to appeal the committee's decision. Since an Academic Performance Review is not a student disciplinary hearing, the level of appeal shall be to the School of Social Work Chair and then to the Associate Dean for Curriculum and Student Affairs, College of Social and Behavioral Sciences.

#### **Policy Exception Procedures**

The NAU School of Social Work recognizes there may be exceptional circumstances that impact a student's ability to meet a program policy. This policy outlines the process and procedures to be used by a student requesting an exception to a BSW Program policy.

#### Initiating a Policy Exception Review

Any student who has a special circumstance that prevents compliance with a BSW Program Policy may bring the exception before the Policy Committee. The student submits an electronic statement with supporting documentation to the School of Social Work Chair. Supporting documentation that is not electronic will be submitted to the School of Social Work office for distribution to the School of Social Work Chair.

The statement must clearly identify the policy being appealed and why the appeal is being filed. Supporting documentation includes **statements by relevant parties in support of the appeal** and/or **documents that verify circumstances** cited in the appeal as reasons for the waiver.

#### Responsibility of the Committee

The Policy Committee will be concerned with consideration of the circumstances for the exception and responsible for determination of the status of the request. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

#### Composition of the Committee

The School of Social Work Policy Committee will be a committee of five full-time social work faculty, including the chair, and one student representative (when deemed appropriate). The School of Social Work Chair will serve as chair of the committee.

#### Roles of Committee Chair

The committee chair is responsible for convening the committee, collecting information, recording the review process, and communicating information to the student regarding committee action and decisions.

#### Student Privacy and Confidentiality

All procedures relating to the exception review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

#### Procedures and Process

Actions taken by the committee shall be forwarded in writing (email) to the student within 10 business days following the meeting of the committee. The Committee evaluates each appeal based upon the written record provided. Personal appearances are not permitted.

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee's recommendations and actions will be placed in the student's folder that is maintained in the School of Social Work.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee's recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in a secure electronic folder for policy exception reviews.

#### Appeal

The student has the right to appeal the committee's decision. Since a Policy Review is not a student disciplinary hearing, the level of appeal shall be to the Chair, School of Social Work and then to the Dean, College of Social and Behavioral Sciences.

#### Student Grievance/Appeal Policy and Procedures

While the university and School of Social Work endeavor to maintain a congenial and responsive atmosphere for its students conducive with the educational purposes of the university, they recognize that from time to time misunderstandings and disagreements may arise during the course of a student's enrollment. On occasion, social work students may disagree with faculty decisions about credit received for assignments, grades given, decisions regarding their acceptance or rejection to the program, or other program policies and procedures. The following procedures are a guide for resolving such disagreements. Students are encouraged to discuss their complaint with their social work instructor or advisor before taking formal action, especially if the disagreement is about admission or retention. The advisor may choose to become an advocate for the student. Issues related to the BSW

program are specified below. Issues that are extra-social work program related are discussed in the NAU Student Handbook.

A. Grievance involving one instructor:

1. Students first attempt to resolve the issue informally through discussion with the instructor. They should be prepared to present copies of their assignments, tests, and other course materials with the grades or credit they received for them. Students also should keep a record of the dates and content of email communications and meeting(s) with the instructor.
2. If the issue remains unsettled, students may appeal within five class days to the School of Social Work Chair or their designee (NOTE: if the instructor involved is the School of Social Work Chair, the appeal may be made directly to the Associate Dean for Curriculum and Student Affairs in SBS). Within 10 class days of receipt of the student's request, the School of Social Work Chair will meet with the student(s) and the instructor involved in an attempt to resolve the differences. In the event that the issue remains unresolved, students may proceed immediately to the steps listed in Section B, below.

B. Grievance regarding admission or retention or continuation of appeals process regarding one instructor:

1. Within five (5) class days of receipt of the decision, the grievance may be forwarded in writing to the program coordinator or their designee. The written statement should indicate that the student(s) is (are) proceeding with a grievance, include an outline of the grievance itself (documenting, if applicable, past efforts to resolve it) and the resolution requested. Within ten (10) class days of receipt of this material, the program coordinator or their designee will convene a meeting of the faculty not included in the grievance to review the appeal. The student(s) will be notified in writing of the date and time of the meeting and may choose to attend. The student(s) is (are) entitled to an advocate to attend as a silent observer or who may be called to provide information on behalf of the student. Since this review is an internal procedure and not a formal legal one, legal representation is not permitted. The decision of the appeals committee will be provided to the student(s) in writing within ten (10) class days of the review.
2. If the student(s) believes that the faculty decision was made in an arbitrary or capricious manner, they have a right to bring the grievance first to the School of Social Work Chair then to the Associate Dean for Curriculum and Student Affairs of the college for review.
3. If the student has pursued all of these channels and the issue remains unresolved, a formal appeal of the grievance can be made to the Associated Students Executive Board of Grievances as described in the NAU Student Handbook.

\*Meetings with Online Campus students are held via Zoom.

## **Students Rights and Responsibilities**

### **NAU BSW students have the right to:**

- respect and affirmation of worth and dignity from all members of the learning community;
- a voice in program planning, policy development, and implementation of program policies and procedures;
- organize on own behalf;



- a learning environment that supports civil discourse, dissent, creativity, excellence, and diversity of thoughts and beliefs;
- competent, knowledgeable instruction that includes constructive feedback, evaluation, and supportive resources;
- due process;
- a planned and structured learning experience that provides the opportunity to learn generalist social work with individuals, families, small groups, organizations, and the community;
- clear statements of learning and performance expectations from NAU Social Work Program; and
- the opportunity for diverse learning experiences to enable application, integration, and internalization of curriculum content.

**In concert with student rights are student responsibilities. Student responsibilities are detailed in the Social Work Program Academic Performance Standards for Admission, Retention, and Graduation and include responsibilities to:**

- maintain program scholastic standards;
- adhere to University and social work professional values, ethics, and policies;
- commit to process of self-reflection and self-critique, and assume full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior;
- maintain interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors that reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries;
- demonstrate critical thinking reflecting a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence; and
- demonstrate verbal, nonverbal, and written communication exchanges in accordance with professional standards.

## **NAU School of Social Work Fingerprint Policy**

Students pursuing a Bachelor of Social Work Degree at Northern Arizona University are required to obtain a fingerprint clearance card after they are offered, and accept admission into the program. Many social service agencies require that students have obtained a fingerprint card in order to engage in work at that agency. According to Arizona State Law, a fingerprint clearance card is required to work and care for children, the elderly, and vulnerable adults. Fingerprint clearance is also required at the time of application for AZ Social Work Licensure.

### **Felony/ Misdemeanor Convictions**

Students who have previous convictions for misdemeanors or felonies may find it difficult to obtain a field placement and /or future employment or licensure in social work depending on the conviction. It is not the intent of the School of Social Work to automatically exclude persons who have been convicted of a crime. We strongly believe that people can turn their lives about and become valuable members of the profession. However, past

criminal convictions may limit the types and kinds of placements available to the student. A history of felony or misdemeanor convictions may present a barrier to acceptance by any University approved agency, and thus may prohibit the student from completing the social work degree requirements.

Students should be prepared to disclose to potential field placement sites any criminal background that may appear through fingerprint or background checks. Students should be prepared to discuss their background in the context of how they have grown and changed. Students are encouraged to discuss these matters with the Field Education Director and /or faculty advisor prior to placement so that they may be referred to agencies more likely to accept them, and may receive guidance in discussing their backgrounds with potential internship sites.

#### Procedures:

Upon being offered admission to the School of Social Work, students will be advised of the fingerprint requirement, and the student will be required to complete the steps for obtaining a card. All fees associated with obtaining the fingerprint clearance card are the responsibility of the student.

Fingerprint Clearance Cards must be applied for within the semester of acceptance, and obtained prior to applying for Social Work Field Placement (SW 408). A copy of the Fingerprint Clearance Card, front and back must be submitted with your Application for Field Placement. Please be further advised that depending upon your practicum setting, there may be additional requirements such as immunizations, background checks, polygraphs, and drug testing.

#### Background Clearance and AZ Fingerprint Clearance Card Information and Process

All students in NAU's BSW and MSW Program must comply with the State (in which their Field Placement will be completed) regarding the requirements for Background Checks and/or other necessary clearance items.

#### **Non-Arizona Residents:**

For all BSW and MSW students: It is the student's responsibility to research and know what your State's policy and procedure is regarding fingerprint clearance and/or background checks prior to submitting the field placement application.

#### **Arizona Residents:**

BSW Students - Fingerprint Clearance Cards must be obtained prior to applying for Social Work Field Placement (SW 408). For more information on the School of Social Work Fingerprint Policy, please refer to the BSW Field Education Manual.

MSW Students - A Fingerprint Clearance Card will be required to begin your Field Placement. For more information on the School of Social Work Fingerprint Policy, please refer to the MSW Field Education Manual.

According to Arizona State Law, a fingerprint clearance card is required to work and care for children, elderly, and vulnerable adults. Field Placement organizations require that students have obtained a fingerprint card prior to beginning their internship.

#### **Important Information:**

There are two steps involved with applying for your Arizona Fingerprint Clearance Card:

- 1) The first step will involve creating an account with the Arizona Department of Public Safety's Website.

- 2) The second step will be to create an account with Fieldprint and then have your fingerprints digitally scanned at a specific location.

***Please note that you will not, at any point in this process, have a paper application nor will you go to your local police department to have your “fingerprints taken”.***

***Past fingerprinting will not count towards the process of obtaining a Fingerprint Clearance Card.***

***You will never enter any employment information.***

For general information about the process and to access FAQ, please visit this website.

<https://www.azdps.gov/services/public/fingerprint>

### **Step 1**

- Start with this web site: <https://psp.azdps.gov/>
- Click on “Fingerprint Clearance Card”
- Click on “Apply for a Card/Request a Replacement” and click on continue
- At this point, you will need to create an account
- After creating an account, proceed with the steps.
- Answer “no” to the question – “Have you Applied for a Card Before”.
  - If you have applied for a card before, stop this process and contact the School of Social Work Field at [swfieldeducation@nau.edu](mailto:swfieldeducation@nau.edu)
- Click “Apply for New Clearance Card”
- Next question is about working or volunteering at a school. Even if you do not plan to do this, please still click yes.
- Next question, do you have an IVP number? Answer “no.”
- Confirm the privacy statement.
  
- Reasons for applying - please click all the following options:
  - 1) Public and/or Charter School Non-Certified Personnel:
    - ❖ Click “volunteer” and then “yes” to identify additional reasons for applying.
  - 2) Under the DES section:
    - ❖ Domestic Violence/Homeless Shelter
  - 3) Under the DHS section:
    - ❖ DHS-Child care employee and volunteer
    - ❖ DHS- viral Health Programs Employee
  - 4) Under the Juvenile Probation and Corrections Section:
    - ❖ Juvenile Probation
- Click Volunteer and Continue
- Enter additional personal information.
- Leave all the questions about employer/employment blank. You do not need to complete that section.
- For the Fingerprint Method question – Please click “Will be Physically Present in Arizona for Fingerprinting” If you are not physically in AZ, please stop process and contact the School of Social Work Field at [swfieldeducation@nau.edu](mailto:swfieldeducation@nau.edu).
- Complete the signature page.
- Review all the information and Continue with My Order
- Pay \$66.30. You are automatically signed out after paying.
- Log back into the AZDPS website to see your secure message in your account. The message will include next steps and your unique 10 Character Reference Code. You will need that code for the next step.

## **Step 2**

- Start by going to this website: <https://fieldprintarizona.com/individuals>. You can also click on the link provided in your AZDPS secure message.
- Register/create account with Fieldprint.
- Agree to consent.
- Create an account. Do not enter any employment information.
- Enter in your 10 Character Reference Code that was in your secure message from AZDPS.
- Complete the steps to schedule your appointment to have your fingerprints digitally scanned at a local Fieldprint office. In Flagstaff, the only Fieldprint office is within the UPS store on Woodlands Blvd.
- Pay the \$8.25 transaction charge.
- Confirm the appointment time.
- Read the instructions for your appointment. Please make sure you have the correct identification to bring to your appointment.
- You should have your card mailed to you within 2 to 4 weeks.

## **University Policies**

All official student academic university policies including Academic Integrity, Artificial Intelligence, Copyright Infringement, Course Time Commitment, Disruptive Behavior, Non-Discrimination and Anti-Harrassment, Title IX, Accessibility, Responsible Conduct of Research, Misconduct in Research, and Sensitive Course Materials are housed and updated regularly here: <https://nau.edu/wp-content/uploads/sites/26/Syllabus-Policy-Statements-Jan-16-2024.pdf> The School of Social Work expects all student to familiarize themselves with these policies and refer back to them as needed.

## **Student Associations**

### **Social Work Club**

Social Work Student Club is a service organization that serves the campus and community while providing hands on-experience and an opportunity for personal growth to its members. The club offers students of any major the opportunity pursue public service projects that will benefit the social work program, campus and community. Undergraduate, graduate, and online students are invited to attend monthly meetings.

### **Phi Alpha Honor Society**

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship achievement in social work.

Membership in the Phi Alpha Honor Society is open to any students enrolled in either BSW or MSW programs with at least 3.5 GPA

## **Social Work Scholarships**

For information on Social Work scholarships, please visit: <https://nau.edu/social-work/scholarships/>

The above link includes scholarship information about:

- ScholarshipUniverse
- School of Social Work Foundation Scholarship

- Northern Arizona University scholarships and waivers
- Graduate Assistantships
- Child Welfare Training Project (CWTP)
  - Northern Arizona University's Child Welfare Training Project (CWTP) is an education and practicum partnership between NAU's School of Social Work and the Arizona Department of Child Safety (DCS). This program fulfills a crucial mission: preparing social work students to become effective child welfare specialists who protect and support Arizona's most vulnerable children and families.
  - The CWTP offers tuition support to BSW students committed to careers in child welfare. The program is intended to remove financial barriers that might otherwise prevent talented individuals from pursuing careers in this critical field. This investment in future professionals goes far beyond financial assistance, encompassing a specialized curriculum that integrates classroom learning with hands-on experience in Arizona's child welfare system.
  - Students in the program benefit from a dedicated field placement in a contracted DCS unit, where they gain practical experience working with real cases under the guidance of experienced social workers. This immersive approach ensures that graduates enter the workforce with a deep understanding of DCS policies, procedures, and the value of social work skills in navigating complex challenges faced by children and families at risk of abuse and neglect. The curriculum places special emphasis on cultural competency, trauma-informed practice, and understanding of tribal sovereignty and the Indian Child Welfare Act – crucial knowledge for serving Arizona's diverse communities.
  - Upon graduation, CWTP participants transition into the Arizona DCS workforce, where they fulfill their work obligation. This arrangement creates a reliable pipeline of well-prepared professionals who enter the field with a comprehensive understanding of Arizona's child welfare system. The program's graduates bring fresh perspectives and evidence-based practices to their roles, contributing to improved service delivery and better outcomes for children and families across the state.
  - Can be completed at the choice of either the BSW or MSW level.

## **NAU Student Resource Guide**

NAU provides student resource guides for Flagstaff and Statewide Campuses. Information in these guides include student wellness, academic support, involvement opportunities, and financial assistance. This is the link to the most comprehensive student resource guide for NAU students:

<https://nau.edu/student-affairs/resources/>