

Radford University
School of Social Work

MSW Student Handbook

Academic Year 2009-2010

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PART A: INTRODUCTION TO THE SCHOOL OF SOCIAL WORK

WELCOME

On behalf of the faculty and staff of the School of Social Work, I am delighted to welcome you to the MSW program. I hope you will join us in being active, caring members of Radford University and of the communities it serves. The School provides a dynamic environment for teaching and learning that strengthens and nurtures intellectual, emotional, technical, and practical knowledge and skills. Our faculty and staff encourage and support innovative scholarship, practice, and research. We strive for excellence in teaching, advising, and mentoring. Community service is an important part of our work. It links the School and its resources with local communities to provide service and support to further the goals of eliminating poverty and injustice, improving community life, and solving challenging social issues.

The information provided in this manual will answer many of your questions regarding the program and its structure. You will also want to familiarize yourself with the Graduate College Catalog. Understanding your rights and responsibilities as presented in this Handbook and the Graduate Catalog is essential to your success in the program. Advising is an integral part of our program. You will work closely with your advisor to develop a program of study appropriate to your interests and goals. We are here to support your growth and we wish you well in achieving your goals. Again, welcome!

Lynne M. Taylor, MSW, ACSW, Ph.D.
Assistant Professor and MSW Coordinator

ABOUT THE SCHOOL OF SOCIAL WORK <http://sowk-web.asp.radford.edu/>

Located near the beautiful Blue Ridge Mountains in Southwest Virginia and nestled in the New River Valley, the University provides a serene setting for study and learning and for family-community gatherings. While numerous distinct cultures and a wide variety of communities fall within the boundaries of the University's interests, all believe in the importance and resilience of the family. The intersection and interplay between the University and the families and communities that surround it encourages University, family, and community to collaborate toward their mutual goals.

The School of Social Work, with campuses in Radford, Roanoke, and Abingdon, is grounded in the rural, small city context of Appalachia and Southwest Virginia, and builds on the strengths of its unique locale as a point of departure for understanding differences. The School and the University are committed to enhancing diversity of all kinds and are particularly interested in reinforcing a global perspective through the education of its students who will live, work, and contribute in a multicultural society.

The mission builds from the University's purpose and mission to provide high quality educational programs at both the undergraduate and graduate levels of study.

Consistent with the University's central focus, the School of Social Work seeks to provide the highest quality professional social work education in a context of developing the student's professional, intellectual, and ethical capacities. The School recognizes that these capacities are realized in light of two certainties: the

importance of family and community and the recognition that the enhancement of human potential depends upon a critical understanding of the multitude of human perspectives.

MISSION STATEMENT

The mission and work of the School of Social Work at Radford University is guided by values and beliefs that filter through our teaching and learning, our scholarship, and our service. The School is committed to the enhancement of the quality of life for families and communities in the region and beyond. We believe that the highest quality social work education builds on the values and ethics of the profession, integrating the principles of social and economic justice - locally, nationally, and globally. We also believe that a strengths-based perspective provides an understanding of individual development and behavior across the life span and of interactions among and between individuals, families, groups, and communities. Furthermore, we believe in the need to enhance human potential through a critical understanding of human diversity.

Given these values and beliefs, the mission of the School is to extend the social work knowledge base through collaboration with our surrounding communities, to provide leadership in the social services, and to train culturally adept, competent practitioners at the BSW and MSW levels. The School collaborates with regional communities by participating in the life of those communities, stimulating scholarship, and contributing to the existing knowledge base. We seek to serve as a catalyst for change in the region, by enhancing and developing regional systems of communication through the advancement of emerging technology.

GOALS AND OBJECTIVES

MSW Program—Foundation Year. The overarching goal of the MSW social work program during the foundation year is to introduce students to the social work perspective. Students completing their first year are not yet autonomous social work practitioners but have the skills, knowledge base, and perspective to pursue studies in the concentration year. Completers of the Radford University MSW foundation will be able to:

1. Delineate the values and ethics of the social work profession, including
 - a. identifying and articulating one's own personal values;
 - b. recognizing how one's own values impact assessment and intervention;
 - c. identifying how the NASW Code of Ethics relates to social work practice;
 - d. identifying ethical dilemmas affecting practice and services to clients;
 - e. recognizing that ethical dilemmas can be resolved through appropriate decision-making processes;
 - f. recognizing that social work practice does not discriminate on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, and sexual orientation; and
 - g. engaging in continued professional growth and development.
2. Develop culturally competent techniques for work in diverse cultural contexts, including

- a. recognizing diversity within and between groups;
 - b. recognizing the forms and mechanisms of racism, oppression, and discrimination and their impact on client systems;
 - c. critically analyzing and applying culturally appropriate theories and knowledge about client systems within environmental contexts;
 - d. demonstrating knowledge of how the ecological perspective works with diverse client systems.
3. Use practice knowledge and skill to promote alleviation of poverty, oppression, and other forms of social and economic justice, including
 - a. analyzing historical and current trends in social welfare policy and service delivery;
 - b. analyzing research relevant to service delivery; and
 - c. using knowledge of economic, political, and organizational systems to analyze, implement, and influence policies consistent with social work values.
4. Function effectively within the structure of organizations and across service delivery systems, including
 - a. using appropriate practice-relevant technologies within the context of organizational resources and facilities;
 - b. using supervision and consultation appropriately to improve practice and enhance services to clients;
 - c. coordinating with and within service delivery systems, using internal and external resources professionally; and
 - d. analyze and comprehend service delivery systems.
5. Demonstrate how the generalist practice model can work with client systems of all sizes, including individuals, families, groups, organizations, and communities, including
 - a. using knowledge and theories of individual, family, group, organizations, and community to assess interactions among individuals and other social systems;
 - b. appropriately applying relevant research findings to social work practice;
 - c. employing evidence-based best practices when using professional knowledge and skills;
 - d. using communication skills appropriate to client systems, colleagues, and community members;
 - e. applying critical thinking skills within the context of social work practice;

- f. working collaboratively with professionals from other disciplines nationally and internationally;
- g. evaluating one's own practice effectiveness and sharing findings appropriately;
- h. demonstrating professional use of self through self-awareness and appropriate use of supervision;
- i. utilizing a strengths/ecological/systems perspective in their work with diverse client systems; and
- j. employing appropriate social work roles with client systems to include advocate, case manager, broker, enabler, organizer, facilitator, counselor, mediator, educator, and evaluator.

MSW Program—Concentration Year. The overarching goal of the concentration year is to prepare our graduates to be competent, advanced community based family practice practitioners. These graduates will be able to:

1. analyze, intervene, and evaluate, with a high degree of autonomy and proficiency;
2. promote social and economic justice; to confront injustice and oppression; and to work to eliminate poverty and social problems with individuals, families, groups, and organizations, locally, nationally, and globally;
3. demonstrate reciprocity in their practice, as a part of the ecological perspective, collaborating, communicating, and consulting at every level; joining with allies to confront oppression, engage in social change, and affect policy; practicing empowering, strengths-based multicultural practice with individuals, families, groups, organizations, and communities;
4. critically evaluate and modify the quality of their own practice, analyzing their own values and those of the profession;
5. apply advanced information technology to inform community based family practice;
6. demonstrate skills in research design, analysis, and knowledge dissemination; and assume accountability for ethical practice.

PROGRAM CONCENTRATION

The concentration in Community Based Family Practice (CBFP) places an emphasis on working with the individual in the context of the family, and, in a broader sense, in the community. This offers the opportunity to look at the impact of both the family and the community on "client" systems. It also helps our graduates to assist the "client" in understanding and dealing with multiple influences. CBFP is grounded in the belief that we are all connected and part of a larger system. It is reflective of the belief that social work is a broad profession that can touch many lives: an entire community, a family, or an individual.

Our concentration recognizes that families and communities are inter-related and that we value the role of community in the rural and semi-rural areas that surround the university. We focus on the family as a system and families as they relate to the communities in which they reside. The focus on both family and community is an acknowledgement of the reality that we are all inter-dependent. CBFP supports our graduates working within communities to strengthen "client" systems. Services are provided both formally and informally, building on community assets and resources, as well as families' strengths and resiliencies. Members of the family work together to carry out basic family functions creating a family system governed by their expectations, history/traditions, rituals, rules, and roles.

The **Children's Advocacy Center of the New River Valley (CAC-NRV)** was established through a University-Community Partnership and is governed by a Task Force made up of representatives from law enforcement, commonwealth's attorneys, DSS, RU, and advocates for child victims of violence. The CAC is a community-based program that serves alleged child abuse victims and non-offending family members with the goals of reducing trauma to alleged victims and more effectively prosecuting perpetrators of abuse and violence against children. The Center provides a non-threatening, child friendly environment where trained neutral forensic interviewers perform developmentally appropriate interviews with alleged child victims. The CAC model endorses a multi-disciplinary approach to child abuse investigations.

The **Community Resource Adoptive and Foster Family Training (CRAFFT)** initiative is a statewide program whose primary focus is training and supporting resource, foster, kinship, and adoptive families throughout Virginia. The state is divided into six service areas and each area has a designated CRAFFT coordinator who works at a state University within/bordering the service area. The two coordinators, serving the Western and Piedmont areas of Virginia, work at RU SSW with the ICF. The goals of the CRAFFT program are directly related to state program improvement goals that focus on better outcomes for children in our foster care system.

The **Certificate Program in Eligibility Practice** program is a partnership between the City of Roanoke DSS and RU SSW. The Certificate Program offers twelve (12) credit hours with content delivered in four course modules. Course educational outcomes and core competencies are based on "best practice". Educational outcomes are focused on effective benefit determination and re-determination for individuals seeking financial, medical, and emergency assistance and food stamps. Educational outcomes include the preparation of Eligibility Workers who will demonstrate: 1) "best practice" models, and competencies, in keeping with agency policy and procedures; 2) respect and acceptance of the unique characteristics of diverse customers; 3) knowledge of the history of eligibility work and its current role in the delivery of social services; and 4) "conscious use of self" as an eligibility professional.

Virginia Healthcare Foundation funds the RU **FAMIS Outreach Program**. The goal of the program is to increase enrollment of eligible children in the FAMIS, FAMIS plus, and FAMIS moms programs. Families and children throughout the New River Valley, Wythe, Bland, Carroll, Grayson, Patrick counties and the city of Galax are assisted with enrollment in the FAMIS programs by project staff and student interns. FAMIS Outreach staff along with local partner agencies have been part of very effective statewide policy and procedural changes that have helped improve overall health care access in Virginia.

The **Grandparents Raising Grandchildren** program is the result of a community collaborative in Pulaski County. The mission of the Grandparents Raising Grandchildren group is to strengthen grandparent-headed households in Pulaski County by providing a monthly forum for information sharing, networking, education and support.

The **National Celebrating Children and Families Conference** just completed the ninth conference. This Annual Meeting is recognized as a showcase for programs and projects that can be used as models for best-practice, a forum for policy discussion and advocacy, and a prime source of information on new research findings in work with children and families. Practitioners, administrators, educators, advocates, researchers, and students are encouraged to share their expertise with others at this multidisciplinary conference.

During this conference we celebrate Children and Families by recognizing the struggles that today's families face in parenting children and supporting elder adults. We honor and affirm the commitment of the thousands of people who have dedicated their lives to the caring professions and we call younger generations to join this valued work. Finally, we encourage organizations to transform themselves to respond to the opportunities and challenges of the future.

For more information about these programs please visit our website at: <http://sowk-web.asp.radford.edu/cw/>

PART B: PROGRAM REQUIREMENTS

The MSW Program prepares social workers for practice in a complex, rapidly changing environment. Through the carefully designed course of study social workers are prepared to practice with individuals, families, and communities diverse in race/ethnicity, class, gender, sexual orientation, ability, age, and religion. This involves learning the value of diversity and the deconstruction of oppression. Students in the standard program complete a minimum of 61 credit hours and those in the advanced standing complete a minimum of 37 credit hours. Full-time standard students can complete the program in two years. Part-time standard students can complete the program in four years. For Advanced Standing, full-time students can complete the program in one year and part-time students can complete the program in two years.

ACADEMIC REQUIREMENTS

The standard program begins with the theory courses. These courses include Human Behavior in the Social Environment I and II (SOWK 601 & 602). Theory provides a framework for the critical analysis of social work practice whether that is at the individual, family, organizational, community, or policy level. It is also the lens through which research is viewed, critiqued, and developed.

During the first year, students are introduced to the generalist perspective of social work practice. An emphasis is placed on learning and critically analyzing the knowledge, values, and skills for working with diverse individual, families, groups, and communities. In addition to theory, two practice courses (SOWK 631 & 632), a research course (SOWK 621), and a policy course (SOWK 611) are taken during the first year, along with the field seminars (SOWK 641 & 642).

The concentration year curriculum prepares graduates for practice in community based family practice (CBFP). The two practice courses (SOWK 783 & 784) are designed to prepare students for CBFP at multiple levels. The research (SOWK 772) and policy (SOWK 761) courses support CBFP as well. The concentration practicums (SOWK 791 & 792) are developed collaboratively to meet programmatic and individual needs. SOWK 682, Biopsychosocial assessment supports the practicum and practice work. The Integrative Seminar (SOWK 785) is taken during the final academic year semester. In this course, the integrative and comprehensive poster project is completed, pulling together and critically analyzing theories, knowledge, skills, values, ethics, and experience.

Electives round out the course of study. Through the choice of electives it is possible to focus your learning in a particular direction. Courses are offered that provide the student with the potential to place an emphasis in School Social Work, Mental Health, or Child Welfare. It is also possible to focus on community/organizational practice or to individualize your learning through these choices.

The program of study is outlined on the following pages. Field is an integral part of the curriculum. This is where the theory and skills learned through the courses are applied. Therefore, students complete 446 clock hours in the foundation field placement and 636 clock hours in the concentration placement. For more information on field, see the Field Education section of the *MSW Student Handbook*.

CURRICULUM

Students who are enrolled at the Radford campus may attend on a full-time or part-time basis (see degree paths A, B, C, and D, below). Students enrolled through the Abingdon or Roanoke sites must choose a part-time option (paths B, D, or E).

Students are admitted to a cohort defined by the site (Abingdon, Radford, Roanoke) and their enrollment status (full-time or part-time). Students will only be permitted to change from one cohort to another with the approval of their advisor and the MSW Coordinator. Approval of such requests is contingent on available slots in the cohort the student wishes to transfer into.

DEGREE PATH A: STANDARD PROGRAM, FULL-TIME (5 SEMESTERS, 61 CREDITS)

FALL	SPRING	SUMMER	FALL	SPRING
SW 601	SW 602		SW 682	SW 784
SW 611	SW 621	*Elective	SW 772	SW 761
SW 631	SW 632	*Elective	SW 783	SW 785
SW 641	SW 642	*Elective	SW 791 (5 cr.)	SW 792 (5 cr.)

Key: SW 601/602: HBSE I & II. SW 611/761: Policy I & II. SW 621, 772: Research I & II.

SW 641/642: Foundation field. SW 631/632: Foundation Practice I & II.

SW 791/792: Concentration field (5 credits each). SW 783/784: Concentration Practice I & II.

SW 682: Biopsychosocial assessment. SW 785: Integrative seminar. Three graduate electives.

DEGREE PATH B: STANDARD PROGRAM, PART-TIME (11 SEMESTERS, 61 CREDITS)

FALL	SPRING	SUMMER	FALL	SPRING	SUMMER
SW 601	SW 602	*Elective	SW 631	SW 632	*Elective
SW 611	SW 621		SW 641	SW 642	

FALL	SPRING	SUMMER	FALL	SPRING
SW 682	SW 761		SW 783	SW 784
SW 772	*Elective		SW 791	SW 792
				SW 785

DEGREE PATH C: ADVANCED STANDING, FULL-TIME (3 SEMESTERS, 37 CREDITS)

SUMMER	FALL	SPRING
SW 679 *Elective *Elective	SW 682 SW 772 SW 783 SW 791 (5 cr.)	SW 785 SW 761 SW 784 SW 792 (5 cr.)

Key: SW 679: Bridge course for Advanced Standing students. Plus two graduate electives.

DEGREE PATH D: ADVANCED STANDING, PART-TIME (6 SEMESTERS, 37 CREDITS)

SUMMER	FALL	SPRING	SUMMER	FALL	SPRING
SW 679	SW 682 SW 772	SW 761 *Elective	*Elective	SW 783 SW 791	SW 784 SW 792 SW 785

DEGREE PATH E: STANDARD PROGRAM, PART-TIME, SATURDAY CLASSES, ABINGDON ONLY (9 SEMESTERS, 61 CREDITS)

FALL	SPRING	SUMMER	FALL	SPRING	SUMMER
SW 601 SW 602	SW 631 SW 641	SW 632 SW 642	SW 611 SW 621	*Elective SW 772	SW 682 SW 761

FALL	SPRING	SUMMER
SW 783 SW 791 (5 cr.)	SW 784 SW 792 (5 cr.)	SW 785 Elective Elective

Key: SW 601/602: HBSE I & II. SW 611/761: Policy I & II. SW 621, 772: Research I & II.
SW 641/642: Foundation field. SW 631/632: Foundation Practice I & II.
SW 791/792: Concentration field (5 credits each). SW 783/784: Concentration Practice I & II.
SW 682: Biopsychosocial assessment. SW 785: Integrative seminar. Three graduate electives.

POSTER SESSION/COMPREHENSIVE PROJECT

Policy Statement

A final, comprehensive examination is required of all graduate degree candidates at Radford University. In the School of Social Work, the Poster serves as the comprehensive examination.

Background

As a School of Social Work, faculty believes that the comprehensive poster examination is an experience that will organize and extend students' knowledge of the profession, as well as provide an evaluation of their academic and field work at Radford University.

The purposes of the poster session are:

- to provide students with the opportunity to demonstrate the skills, abilities, and knowledge obtained in the MSW program
- to disseminate this knowledge to other students in the program, at the university, and to members of the community

Poster preparation and content

Students select a topic of interest and relate the information to materials covered in core courses (HBSE, Practice, Policy, Research, Field) and related areas (cultural competence/diversity, social/economic justice, Social Work values and ethics) including assigned readings. Candidates should have a working knowledge of the basic issues, concepts, and methods of analysis stressed in these courses, particularly as they relate to the central topic of their poster. Initially a brief description of the poster topic is required on the MSW Poster Proposal Form. Students are required to briefly indicate the central questions that they are investigating. Students need to indicate how the topic and their presentation of it in a poster speak comprehensively to the knowledge gained in the different areas of the MSW curriculum (i.e., HBSE, policy, practice, research) and how it deals with issues of diversity, values/ethics, and social & economic justice.

The following questions need to be considered in preparing for the poster session:

- Will a careful reader learn enough to ask informed questions?
- Will a casual observer walk away understanding your major findings after a quick perusal of your material?
- Ask yourself, "What would I need to know if I were viewing this material for the first time?"

Candidates are encouraged to use their imagination and creative abilities to create a poster that will generate questions from poster raters, visitors, and other participants. The final conclusions should leave observers focused on a concise statement of the important findings and implications. The work for this project is done in the Integrative Seminar (SOWK 785).

COMMUNICATION AND SUPPORT

Each MSW student has a mailbox in the social work office and a Radford University email account. You are expected to check these on a regular basis. Classroom faculty, the School, the College, and the University will communicate vital information through email. Students are responsible for checking their Radford University email account and student mailboxes regularly.

Computers are available for student use in the School of Social Work on the second floor of Waldron College (WCH) as well as in McConnell Library and various labs across the Radford campus. Computer labs are also available in Abingdon and Roanoke, and all three campuses have extensive wireless networks. Library resources are available in McConnell Library and through the library's website.

Advising

Purpose and Intent

Advising serves two primary purposes:

- to provide each student with a faculty member who knows the student, who can serve as a resource and advocate appropriately for student needs;
- to monitor student progression through the program and ensure that all requirements of the MSW program and the student's program of study are met; and
- to provide the School with a clear channel through which to carry out certain administrative functions for each student.

The intent of academic advising is to establish a supportive environment in regard to the student's strengths, interests, career goals, and current learning needs.

Policy statement

Every full-time or part-time student is assigned an advisor by the MSW Coordinator. Faculty advisors are available as academic, career, and support consultants to the student on any matter of concern or interest to the student relevant to the School of Social Work and the student's functioning within the School.

Process and procedures

Step 1

When a student is accepted into the MSW Program as a full time or part-time student, the MSW Coordinator assigns a member of the full-time teaching faculty as an academic advisor in the fall semester. For the Abingdon site, the MSW Coordinator collaborates with the Site Coordinator in assigning advisors.

In the case of advanced standing students, who are admitted during the summer session, the MSW Coordinator (or her/his designee) serves as the advisor for the summer.

Step 2

The MSW Coordinator is responsible for assigning academic advisors and will send an advising list to faculty and staff within the first 3 weeks of the fall semester. The advising list will also be sent by e-mail to all MSW students.

Step 3

Students are expected to set up an initial meeting with their advisors by the middle of the fall semester to establish their program of study. Although the MSW program of study is set, students must consult with their advisor to decide on appropriate electives to round out their program of study. MSW students are required to meet with their advisors during the fall semester of each academic year. In addition, it is recommended that students meet with their advisors at least once each semester.

Step 4

The faculty advisor is available to the student via appointments, telephone, and/or email. In problematic situations, the student can call upon the advisor for assistance.

Step 5

If a serious academic or non-academic concern is identified by either the student or the advisor, the MSW Coordinator serves as a consultant and advocate in the process of resolving the difficulty.

Procedure for Changing Advisors

Students may change advisors by contacting the MSW Coordinator to request such a change. If the student has chosen a new faculty advisor, they should make sure that faculty member is available and agreeable to the change.

Elective Emphasis Areas

Students select elective courses according to their interests and abilities. All electives must be approved by the student's advisor and the MSW Coordinator. Students may select one of the elective emphasis areas described below, or they may individualize their program of study through their choice of electives. The

following elective emphasis areas represent cohesive programs in one of three areas of practice: child welfare, mental health, and school social work. The elective emphasis areas available to students include

- *Child Welfare* (public social services emphasis, attractive to students receiving Title IV-E stipends and others): SOWK 615, SOWK 625, open elective;
- *Mental Health* (emphasis in mental health, preparation for licensure): SOWK 615, SOWK 710, open elective.
- *School Social Work* (for students wishing to obtain certification as a School Social Worker): SOWK 720, EDSP 651, one elective selected from the following: SOWK 680, SOWK 615, SOWK 613, SOWK 625. Requires at least one field placement in a primary or secondary school. If a field placement is **not** completed in the schools, also take EDSP 622.

PROFESSIONAL AND ETHICAL EXPECTATIONS

All students are held to academic and non-academic standards. Each student must abide by the Radford University *Standards of Student Conduct*, the Radford University *Honor Code*, and the *Waldron College Standards for Professional Practice Education*. Further, the *Code of Ethics of the National Association of Social Workers* (NASW) provides the framework for professional social work practice and also for social work action. Therefore, all social work students must follow the *NASW Code of Ethics* as they pursue their education. Finally, competence is also required, so each student is required to maintain the required course grades and GPA. Summaries of each document are provided below, along with a URL for the full text; students are required to read each document and should consult their advisor about any questions they may have.

Radford University Standards of Student Conduct

All students at Radford University must abide by the *Standards of Student Conduct*. This publication includes the *Honor Code* as well as other policies governing student conduct both on and off campus. It includes policies regarding sexual harassment, sexual misconduct, physical and verbal abuse, and alcohol and drugs. It also describes the procedures for dealing with violations of the *Standards of Student Conduct*, including the student's procedural rights to appeal and the possible sanctions that may be imposed by Radford University. This document is available online at:

<http://www.radford.edu/dos-web/handbook.htm>

Radford University Honor Code

The Radford University Honor System provides the foundation for a university community in which freedom, trust, and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor System without compromise or exception. The students of Radford University believe that individuals have the right to compete fairly, to keep what they have earned, and to have others accept their word without question. Individuals have the responsibility to be honorable in their own conduct and to insist other students act honorably.

Lying, cheating, and stealing are considered to be acts of dishonor, and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. Students who commit an

honor violation or any members of the Radford University community who have knowledge that a student has committed an honor violation are expected to comply with the reporting procedures.

The Honor Code: I do hereby resolve to uphold the Honor Code of Radford University by refraining from lying, from stealing or unauthorized possession of property, and from violating the Standards of Student Academic Integrity.

<http://www.radford.edu/dos-web/honorcode.html>

Waldron College *Standards of Professional Practice Education*

This document sets out *Standards of Professional Practice Education* that apply to students enrolled in the Waldron College of Health and Human Services at Radford University involving the health, welfare, and safety of people across the lifespan. The Waldron College has distinct expectations of students that are in addition to those outlined in the Radford University *Standards of Student Conduct*. These standards are linked to students' abilities to become effective health and human service professionals and are provided so that students can be clear about expectations and procedures to address practice performance. The ultimate goal of the standards is to help students become successful health and human service professionals.

All students are expected to read the Waldron College *Standards of Professional Practice Education*. Students must sign an acknowledgement verifying their intent to abide by these standards upon admission to the MSW program. This form will be kept in the student's file. The Waldron College *Standards of Professional Practice Education* is found at:

<http://wchs-adv.asp.radford.edu/Standards%20of%20Professional%20Practice%202009.doc>

The *Standards of Professional Practice Education* addresses communication as well as interpersonal, cognitive, physical, and professional performance skills. Also covered is an overview of emotional and mental abilities necessary for professional practice. These include stress management and emotional and mental capabilities. Professional commitment, professional behavior, self awareness, and ethical obligations are covered. Finally, the sources of evidence are provided, followed by the accommodations for disabilities.

Persons who teach and supervise students, along with program coordinators, assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of related professionals, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to make decisions in an ethical and competent manner.

NASW *Code of Ethics*

Preamble

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 [and economic] 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.

The NASW Code of Ethics is found at:

<http://www.naswdc.org/pubs/code/code.asp>

PART C: POLICIES AND PROCEDURES

ADMISSIONS

It is the goal of the Radford University MSW Program to prepare eligible students with an advanced professional degree, enabling them to work autonomously with expertise in community-based social work practice with families. The policy of the School of Social Work at Radford University is to provide a set of procedures to be used in determining student admission into the Master of Social Work Degree Program. In accordance with the School of Social Work's By-laws, these procedures are to govern the process and procedures of application into the program.

The admissions procedures for the MSW Program are conducted in cooperation with the Graduate College of the University. These procedures are stated in Radford University's 2008-2009 Graduate catalog. All graduate admission information and the process for application can be found on-line at the School's web-site:

<http://sowk-web.asp.radford.edu> . This information includes both the Graduate College's requirements as well as the School of Social Work's requirements. Specific criteria must be met of all applicants seeking admission into the MSW Program. Additional criteria are also set forth by the Graduate College of the University for applicants. These are spelled out in the procedures outlined below.

The MSW degree is structured to meet both the needs of full-time students and those who wish to study on a part-time basis. The main campus is located in Radford, Virginia with a part-time program in Abingdon, Virginia.

An advanced standing option is available for full-time and part-time students who are qualified graduates of CSWE accredited BSW Programs within the past 7 years. All persons applying to the Advanced Standing program must have a minimum GPA of 2.75 for all undergraduate coursework. Advanced Standing applicants must have a 3.0 in Social Work courses. The advanced standing program is designed to begin in the summer with the advanced standing seminar.

For Standard Program students, a minimum GPA of 2.75 in all undergraduate courses and 3.0 in the last 60 hours coursework is required. Students admitted into the standard program begin study in the Fall semester (which begins in September).

Requests for application are processed through the College of Graduate and Extended Education. Applications are available on the Radford University website. Applicants return their completed applications to the College of Graduate and Extended Education. When files are complete, they are forwarded to the School of Social Work. The MSW Admissions Coordinator reviews all files for potential admission.

ADMISSIONS PROCEDURES

The following information is requested from MSW applicants and is specified in the application material available on the School of Social Work's website.

1. A completed application for Graduate Admission for Radford University
2. Official transcripts of ALL undergraduate and graduate work
3. Three letters of recommendation, 1) from field professional, 2) academic, and 3) another academic or professional reference
4. Experience in Human Services Form
5. Curriculum Option/Degree Path Form
6. A personal essay addressing the essay questions found online
7. A written response to a case study posted online
8. Two copies of a current resume
9. Field Practicum Application
10. Legal/Military History form

Applicant files are reviewed and rated by at least two social work teaching faculty members. Faculty members are asked to give written feedback in each category as well as overall feedback at the end of the rating form. The application file along with the rating form is then returned to the Admissions Coordinator.

The applicants are rated on:

- overall GPA
- final two year GPA
- academic preparation
- experience in human services
- personal essay quality/clarity
- content of personal essay
- case study quality/clarity
- references (3 are required)
- diversity
- suitability for the profession of social work

The total points given by the two faculty raters will be averaged. If there is a discrepancy of more than 5 point between the two raters, the applicant file goes to a third rater. The three scores are then averaged. The points are totaled and the averages used to make decisions regarding further processing of the file.

Standard applicants rated as a good or exceptional candidate are sent by the Admissions Coordinator to the Director. These files do not get reviewed by the full teaching faculty. The file goes directly to the Graduate College for final admission decision.

If an applicant's average rating is marginal, the decision is referred to the teaching faculty. After admission has been offered to all good or exceptional applicants, the Admissions Coordinator calls a meeting of the graduate teaching faculty for an in-depth review and final recommendation. For these purposes, the graduate teaching faculty includes all School of Social Work faculty who have taught or currently teach in the graduate program. The faculty attending the meeting make the final decision. The Admissions Coordinator facilitates the meeting and is not a voting member. The graduate faculty reviews these applications, and decides to recommend admission, deny admission, or defer decision pending the gathering of additional information, including the request for an interview with a student. The majority vote of those present determines the admissions recommendation at this level. In the event of a tie, the final recommendation will be made by the School's Director.

The recommendation is then referred to the Director of the School of Social Work for recommendation to the Graduate College. The Graduate College makes all final MSW admissions decisions.

An advanced standing candidate rated as good or exceptional by both raters is recommended to the Director to be forwarded to the Graduate College for admission to Advanced Standing. If they are rated as marginal, the process followed with the regular program will be followed. Students not admitted to advanced standing will be considered for the regular program.

Standard Program—Radford Campus

The Standard Program curriculum of the MSW Degree requires the completion of 61 credit hours. Courses must be taken in sequence and year-round, allowing full-time students to complete the degree in two academic years plus the summer in-between. Completion of the program requires part-time students to attend four academic years plus the 2 summers in-between. All students commence the program in the Fall semester; there is no mid-year or summer matriculation for the Standard Curriculum students.

Standard Program—Abingdon Campus (Part-Time)

Beginning in Fall 2009, the Abingdon campus offers a part-time weekend option that allows students to attend most class sessions on Saturdays. Students can complete the MSW program in three years (9 semesters, 61 credits) by taking courses in sequence and year-round. The Abingdon program has traditionally admitted students only in odd years; announcements about admission dates for Abingdon will be featured on the Admissions section of the School of Social Work's website.

Advanced Standing Program—Radford Campus

The Advanced Standing Curriculum of the Master's Degree program requires the completion of 37 credit hours. Courses must also be taken in sequence and year round, allowing full-time students to complete the degree in three semesters and part-time students to complete the program in six semesters.

Advanced Standing Program—Abingdon Campus (Part-Time)

MSW students are admitted every other year in the Advanced Standing program which consists of two academic years and two summers, the first semester of entrance being summer. This is a total of six semesters with 37 credits.

Procedure for Interviews:

- Applications rated as marginal are reviewed by the graduate faculty in a meeting. If more information is necessary before making a decision, the graduate faculty may request an interview with the applicant.
- The Admissions Coordinator and at least one other graduate faculty member conduct the interviews. The applicant has the option of coming for a face-to-face interview or conducting the interview over the telephone. A standard list of questions is asked of each applicant. Each interviewer completes a rating sheet. The applicant is given a score from one to five for each question and also given a score from one to five for:
 - Judgment
 - Thoughtfulness
 - Maturity
 - Demonstration of appropriate boundaries
- The interviewee is given time to ask questions at the end of the interview. Then the scores for each area are totaled and an overall interview score is given for each applicant. These scores are utilized along with the applicant raters' scores in determining status of admission recommendation.

Conditional Admission

Students may be admitted on a conditional basis if they are lacking some admissions requirements or prerequisite coursework but are otherwise qualified for admission. They may be required to take courses

before admission. If students are permitted to begin their course of study, they have one semester to complete the requirements, including prerequisite courses.

ADVANCED STANDING AND TRANSFER CREDITS

Advanced Standing

Students who are graduates of baccalaureate social work programs accredited by the Council on Social Work Education may be admitted to the Advanced Standing Program if the BSW was completed no more than 7 years prior to application for admission to the MSW Program. Advanced standing is not given automatically. Applicants are required to meet the admissions criteria. They must have a minimum GPA of 2.75 in all undergraduate courses and 3.0 in social work courses. Content from core social work courses in which the student received a grade of B- or lower must be repeated. All advanced standing students enter in summer semester and are required to successfully complete a 3 credit transition course.

Applicants who do not meet admission requirements for the advanced standing program will be evaluated for possible admission to the standard program.

Transfer of Credit from another MSW Program

With the approval of the MSW Coordinator, a student may have up to 27 foundation year graduate credits recognized from an accredited social work program to apply toward their official program of study. These courses must have been taken no more than 6 years prior to applying for graduation. Only social work courses from an accredited MSW program can be used to substitute for the required coursework in the program. Courses must be comparable to the Radford University MSW Program and must have been completed with a grade of B or better. Coursework offered towards graduation with an MSW must have been completed within the past 6 years. Credit for courses earned by correspondence, by examination, or by extension at other institutions is not accepted. Only first year MSW courses can be transferred; second year courses must be completed in the Radford University School of Social Work. Students transferring in MSW foundation credits may be required to take the advanced standing bridge course.

Transfer of Elective Credit

With the approval of the MSW Coordinator, at admissions, students may transfer in up to six elective graduate credits outside the School or University. The coursework must have been completed no more than 6 years before application for graduation with a grade of B or better. Credit for courses earned by correspondence, by examination, or by extension at other institutions is not accepted.

Life Experience

Students are not given credit for life experience, including practice experience.

Non-degree students

Students denied admission by the Graduate School or the School of Social Work due to GPA but who have potential as a social worker may be allowed to take a limited number of courses as a non-degree student. With the approval of the MSW Coordinator, the student may be allowed to take up to six credits of graduate SOWK courses. Students must be admitted by the Graduate College on a non-degree basis before enrolling in any graduate courses. After successful completion of six credits, the applicant may apply for admission to the MSW program following the standard admissions process.

ACCOMMODATIONS FOR DISABILITIES

<http://www.radford.edu/dro/>

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Waldron College. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. It is important to note that Waldron College Departments and disciplines have published technical standards that must be met to ensure the health, welfare, and safety of clients in various field settings; these standards may affect accommodation.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Radford University Disability Resource Office (DRO) and provide documentation as needed. The DRO makes recommendations for accommodations. It is the student's responsibility to contact the DRO and to propose accommodation requests to the appropriate instructor and School Director. The Schools within the Waldron College will review issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the DRO), and periodic checks between the Schools of the Waldron College and the student are appropriate courses of action in making accommodations.

Accommodation requires a signed agreement with the faculty member that is appropriate and does not compromise standards of behavior required for success in the professional discipline.

RETENTION IN THE MSW PROGRAM

A number of concerns may arise regarding student behavior and performance while a student in the MSW program. The procedures for addressing these concerns conform to the general guidelines set forth in the *Waldron College Standards of Professional Practice Education*. The procedures described below are more specific than those found in the *Waldron College Standards*.

A graduate student shall be terminated from the MSW program if any of the following occurs:

1. Receipt of a C grade any two graduate courses;
2. Receipt of a grade below C in any single graduate course;
3. Failure to adhere to the Radford University *Honor Code*, the Radford University *Standards of Student Conduct*, or the *Waldron College Standards for Professional Practice Education*; or
4. Failure to adhere to the *Code of Ethics* of the National Association of Social Workers.

REVIEW OF PROFESSIONAL CHARACTERISTICS & DISPOSITIONS

The professional and ethical performance of students is a highly valued component of the Social Work program. It will be assessed in accordance with Radford University policies, Waldron College Standards of Professional Practice, and the National Association of Social Workers' Code of Ethics. The Professional Behavior and Dispositions evaluation tool is the checklist used by faculty to assess each student's readiness for field and for the profession of social work.

Instructors will evaluate each student in their classes at the end of the semester. The purpose of this evaluation is to identify concerns about professional and ethical behavior. Violations of ethical or behavioral standards are considered serious issues and indicate that the student may not be able to meet the expectations demanded of a social work practitioner. Repeated, serious, or unresolved issues—as indicated by the completed Reviews of Professional Characteristics & Dispositions, as well as by other observations—may result in sanctions up to and including student dismissal from the MSW program. A copy of this evaluation tool will be provided to students during the first semester.

REVIEW PROCEDURES

All concerns are addressed through the following 3-stage process. The MSW Coordinator is responsible for overseeing the entire process; therefore, all questions about the procedures should be addressed to the MSW Coordinator.

Stage 1: Informal remediation

The student will be informed of the concerns by the field instructor, field liaison, or the course instructor. The instructor or liaison will document the concerns and how they were communicated to the student. This documentation will be recorded in the electronic advising system. In most cases, the concern will be resolved at this level and no further action will be necessary.

Stage 2: Formal remediation

This stage is engaged if informal remediation is unsuccessful. Stage 2 is automatically engaged for students who receive a grade of C in any graduate course. Stage 2 is also engaged for concerns involving the violation of codes of ethics or behavior, unless the MSW Committee determines that the case should proceed immediately to Stage 3. Cases of suspected academic dishonesty will be referred to the University's Conduct Board.

Stage 2 requires the development of a formal remediation plan that provides the student the opportunity to address the concern or correct the problem. For field concerns, the field liaison and field instructor must be involved in developing the remediation plan. For all other concerns, the course instructor (and, if the concern is not limited to a specific course, the MSW Coordinator) and the student's advisor must be involved. The involved parties must devise a written plan of remediation that is agreed to and signed by all parties. The remediation plan must include clear consequences if the student does not adhere to the agreement. If the parties cannot agree on a remediation plan, the matter will be presented to the MSW Committee for action.

The MSW Coordinator must be informed of the concerns and the remediation plan. The Field Coordinator must also be informed if the concern relates to field, and the Site Coordinator must be informed if the student is an extended campus student. A copy of the signed agreement will be maintained in the student's academic file and will be noted in the electronic advising system.

Stage 3: Dismissal from the MSW program

This stage will be engaged under the following circumstances:

- Receipt of a grade of C in any two graduate courses;
- Receipt of a grade below C in any graduate course;

- Remediation plan set forth in Stage 2 is violated or is not successfully completed;
- More than 2 concerns reach Stage 2; or
- Serious violations of applicable codes of ethics and behavior.

The MSW Coordinator and the student's advisor are involved in all cases that reach Stage 3. The Field Coordinator and Site Coordinator are also involved, if the concern involves field or an extended campus student.

If Stage 3 is reached because of poor academic performance (i.e., two grades of C or one grade below C), the student will be dismissed from the MSW program. The MSW Coordinator will notify the student of this action in writing and will also notify the student of the available appeals procedures. In accordance with the Graduate College policies, students who have been dismissed from any graduate program are not eligible for readmission to the Graduate College until at least two years following their dismissal. Students wishing to apply for readmission to the MSW program must follow the regular admissions process.

If Stage 3 is reached for any reason other than academic performance, the following procedures for dismissal from the MSW program will be followed.

1. The Chair of the Student Grievance Committee (usually the MSW Coordinator) will notify the student, in writing, that they face dismissal from the MSW program. This notice will cite the specific provisions the policy or policies that the student is alleged to have violated. Regardless of the nature of the charges, the student may not attend field seminar nor accrue any hours toward any field placement until the process is completed.
2. The student will submit a written response to the charge within 10 classroom days to the Chair of the Student Grievance Committee. Faculty, field liaisons, and other individuals directly related to the case will also be asked to submit written reports within 10 classroom days. These statements will be made available to the Committee.
3. Based upon the evidence presented and any additional evidence requested by the Committee, the Committee will meet to decide if there are grounds for a hearing regarding the proposed dismissal. Minutes will be kept of any Committee meetings and will become part of the record. The student and any individuals submitting statements to the Committee will be notified of the Committee's decision within 2 classroom days of the meeting and will be given copies of the minutes of the Committee's meeting and .
 - a. If the Committee finds by a majority vote that there are not grounds for dismissal from the MSW program, then no hearing is held. Notice is given to all interested parties as described in Step 5.
 - b. If the Committee finds by a majority vote that there are grounds for dismissal from the MSW program, a hearing will be scheduled. The hearing must occur not less than 10 and not more than 20 classroom days after the the student is notified that a hearing will be held.

4. If a hearing is held, the Student Grievance Committee will conduct the hearing. The student may elect to have present a faculty advisor, who may privately counsel the student but may not address the Committee or question witnesses. No party may be represented by legal counsel at these proceedings. Only individuals having direct knowledge of the alleged violation(s) may appear before the Committee. Members of the Committee must be present at the hearing in order to vote. Minutes of the hearing must be kept and will become part of the record. The hearing proceeds as follows:
 - a. The Chair calls the meeting to order. All those present for the hearing introduce themselves and indicate their roles in the proceedings. The Chair asks one member of the Committee to take notes. The Chair reminds everyone present that all participants are bound by the Radford University Honor Code and asks for the verbal assurance of each that he or she will uphold the Honor Code. The Chair then states the purpose of the hearing and briefly explains the procedure.
 - b. Any witnesses present are dismissed from the hearing room. They are asked to remain available outside the room to be called on as needed. The only people remaining in the room are the Committee members, the faculty member bringing the charges, the student, and the student's faculty advisor (if requested by the student).
 - c. The Chair will read the initial charges against the student and will summarize the evidence presented to support the charges.
 - d. The Committee members may ask questions of the student and the faculty member bringing the charges. The faculty member may ask questions of the student, and the student may ask questions of the faculty member.
 - e. The student may call upon his or her witnesses, one at a time. Witnesses are questioned by the Committee. The student and the faculty member bringing the charges may also ask questions of the witnesses if they wish to do so. Each witness is thanked and dismissed before the next witness is called in.
 - f. The faculty member bringing the charges may call upon his or her witnesses, one at a time. Witnesses are questioned by the Committee. The student and the faculty member bringing the charges may also ask questions of the witnesses if they wish to do so. Each witness is thanked and dismissed before the next witness is called in.
 - g. The faculty member is given the opportunity to make a brief final statement that summarizes his or her position supporting dismissal from the MSW program.
 - h. The student is given the opportunity to make a brief final statement that summarizes his or her position that dismissal from the MSW program is not warranted.
 - i. The Chair asks everyone to leave the hearing room except the members of the Student Grievance Committee. The student and the faculty member bringing the charges are informed that they will be notified in writing within five classroom days of the Committee's decision.

They are informed that the Committee's decision is final and may not be appealed, except on procedural grounds.

- j. The Committee deliberates and reaches a decision.
 - 1. If a majority of committee members present vote in favor of dismissal, the Committee will formally recommend that the student be dismissed from the MSW program.
 - 2. In all other cases, the Committee will not recommend dismissal from the MSW program.
 - k. The Chair adjourns the hearing.
5. The Chair of the Committee will inform the student, the faculty member bringing the charges, the Director of the School of Social Work, the Dean of Waldron College, and the Dean of the Graduate College of the Committee's recommendations. Such notice must be made in writing and within 5 classroom days of the hearing. Copies of all documents reviewed and minutes of all Committee proceedings will also be included.

Note: These procedures are modeled after the Graduate College Grievance procedure found at http://gradcollege.asp.radford.edu/Student_Documents/grade_appeal.pdf

APPEALS PROCEDURES

Students have the right to appeal decisions made about their progress in the MSW program using appropriate mechanisms. Students should consult their advisor regarding the proper procedure to follow. Both appeals procedures utilize the Student Grievance Committee, which is made up of the MSW Coordinator, BSW Coordinator, and two full-time graduate teaching faculty selected at random at the start of each academic year.

Student Grade Appeal

Student grade appeals will be handled according to the policy of the Graduate College. This process is used if the student feels that he or she was treated unfairly; it should not be used merely because the student does not like the grade he or she received. The procedures and related forms can be obtained from the Graduate College website at: http://gradcollege.asp.radford.edu/Student_Documents/grade_appeal.pdf

Student Grievance

Students may appeal program decisions other than course grades. This process is used if the student feels he or she was treated unfairly; it should not be used merely because the student does not like the outcome of the process. The School of Social Work uses the Graduate College Grievance procedure, which is available online at: http://gradcollege.asp.radford.edu/Student_Documents/grievance_procedures.pdf

PART D: FIELD EDUCATION

WELCOME

On behalf of Radford University and the School of Social Work, we welcome you to the field education component of our program. The Council on Social Work Education has declared field as the signature pedagogy of social work education, making it necessary for Schools of Social Work to develop and value partnerships that will allow students to learn and apply the knowledge they have been taught in the classroom. This edition of the Field Education Manual serves as a guide for students, field educators, agencies and faculty and has been developed to reflect the most current policies and procedures of the School of Social Work.

Since 1974 Radford University has been the leading force in preparing students for careers as professional social work practitioners and we have developed professional relationships that connects faculty, students and practitioners. We wish to acknowledge and thank all of the agencies, field instructors, faculty and students whose contributions, sacrifices and personal commitments to social work continue to make social work field education at Radford University a success. We appreciate feedback on the policies and procedures contained in this manual and we welcome suggestions on ways to enhance the field education program.

In advance we thank each of you for your collaborative spirit and we look forward to a positive and productive academic year.

Deneen L. Evans
Doctoral Candidate, MSW
Field Coordinator for Main Campus

Beth Deskins, MSW
Field Coordinator for
Extended Programs

THE FIELD PROGRAM

The field education process makes classroom learning "come alive" by providing students with opportunities to apply theories and processes discussed in class to real life situations. It is a central and pivotal component of the MSW curriculum. Through the practicum students apply and integrate the knowledge and skills imparted in classes. A range of learning opportunities facilitates students in applying theories and skills within a supervised environment.

The Goals and Objectives of the MSW program are essential to the field education component. Final evaluation is based on these program goals, found in Part A of the *MSW Student Handbook*.

FIELD POLICIES AND PROCEDURES

ADMISSION TO FIELD INSTRUCTION PROGRAM

Students must meet all of the following requirements in order to be admitted to the field instruction program.

1. Completion of **all** prerequisite courses in accordance with academic performance requirements set forth in the *Graduate Catalog* and the *MSW Student Handbook*.
2. Concurrent enrollment in required practice courses.
3. Completion of field application and interview with Field Coordinator to identify placement options.
4. Successful interview with their potential field instructor to confirm their placement.
5. Secure professional liability insurance prior to the beginning of field placement.
6. Attend all required field orientations and meetings.
7. Submission of all required field paperwork.
8. Continued demonstration of field readiness in accordance with academic and professional standards set forth in the Graduate Catalog, Waldron College Standards of Professional Practice Education, MSW Student Handbook, and NASW Code of Ethics.

PLACEMENT PROCESS

Field instruction allows students to build on their previous work experiences as well as on their classroom work. Placement for field experience is an individualized process, but includes certain necessary steps. Those steps are:

1. Student completes a Field Placement Application and returns the questionnaire to the Field Coordinator one semester prior to placement. Applications are found on the School of Social Work's website.
2. The student is interviewed by the Field Coordinator, and information gathered on the questionnaire is discussed in order to provide an agency site that will maximize the learning experience for the student.
3. Student applies for and purchases liability insurance.
4. After consulting with faculty regarding the student's learning needs, an agency placement and field instructor are selected for the student.
5. The student is interviewed by an agency representative and is selected. (Agencies may reject a student if there is not a mutually agreeable fit.)
6. The student is assigned to an agency and field instructor
7. Students should receive their assigned placement by the end of July. A confirmation letter regarding the placement will be sent to the student and the placement agency.

8. As soon as you receive your placement, make contact with the prospective field instructor to coordinate your schedule and discuss pre-placement requirements, including background checks.

Grading Policy

Grades are awarded by the faculty liaison as determined by course requirements and consideration of grade recommendation by the field instructor. In extreme excusable situations, if course requirements have not been met, a grade of incomplete may be awarded to the student. The student and faculty liaison must complete an incomplete grade form, available on the registrar's website, and submit to the Field Coordinator for the Director's signature. This form will have requirements that are to be met to issue a grade in field. All requirements must be met and the incomplete grade changed to reflect requirements are met for the student to be eligible to register for concentration year field. If the incomplete grade was given for concentration year field, the student is responsible to understand the Continuous Enrollment Policy of the Graduate College.

If the student receives a grade of incomplete for a semester and the faculty liaison is not available to continue to provide oversight to the student and field placement, the Field Coordinator will assume the role of faculty liaison.

Field Hours

The required field hours must be completed over the course of the 14 week semester. If the required field hours have been met before the second to last week of the semester, the student continues to be responsible to intern over the duration of the semester and will accrue additional hours than required. If the agency or student requires any variation to this procedure, the student and field instructor must discuss this necessary change with the faculty liaison and it must be approved beforehand. The learning agreement should reflect any approved change.

Documentation

If needed, the student is responsible to make copies of all field information submitted to the field liaison and to the Field Coordinator. The School of Social Work will not provide copies of any documentation.

Student Confidentiality Waiver

The School of Social Work has adopted a student confidentiality waiver. The field placement is a vital component of your social work education, and every effort possible must be made to match each student with the most appropriate placement. As such, each student should carefully read the waiver and sign it to assist the School in ensuring that any potential problems with field placements may be avoided. Form is available on the School of Social Work website.

Calendar

Students are expected to follow the University calendar relative to holidays and recesses. However, students must complete all field hours and negotiate any time off (school holidays, sick days, etc.) with the field instructor.

Assigning Grades/Attending Seminars

The faculty liaison teaching the field seminar will assign the grade after consulting with the field instructor. Seminar attendance and performance will enter into the grading process. Seminars must meet six times a semester for 3 hours in face to face or electronic format (no more than 3 seminars may be online). Case presentations will be incorporated into the seminar. Students are expected to attend all seminar sessions. Students must complete all of the hours required for field. These hours will not include time spent in seminar.

Liability Insurance

All students enrolled in the field education program at Radford University are required to carry personal liability insurance. For liability insurance resources, please visit the School of Social Work website. Students are responsible to submit a copy of individual liability coverage to the field office at least 30 days prior to beginning the field placement. If an employment-based practicum has been approved for the student, while in the role of a student at the agency, the student **MUST** have individual liability insurance in their name. Students cannot be a part of an agency policy.

Block Placements

A block placement must be supported by the School of Social Work and approved by the Field Coordinator and the MSW Coordinator. Field and field seminar must be taken concurrently.

Changing Placements

Field instruction placements continue throughout the academic year within the same agency. Changes in placements only occur when there are extraordinary circumstances. Changes are not made as a matter of course. Should issues arise in the field placement, the following procedures are to be followed: **Depending on the nature of the change the student may have to restart the required hours in the new agency.**

Process:

1. Student is encouraged to voice their concerns immediately to the field instructor and to the faculty liaison.
2. Student, field instructor, and faculty liaison discuss concerns with all parties, regardless of the source of the perceived or identified problem.
3. If the problem cannot be resolved, the faculty liaison contacts the Field Coordinator.
4. The Field Coordinator determines, in consultation with the faculty liaison and the School of Social Work Administrative Team, if the student is to be released from the placement. If the student is not released from the placement, the faculty liaison, the student, and the Field Instructor are expected to continue problem solving until the situation is resolved.
5. If the student is released from the placement, the Field Coordinator discusses other options with the student. The field liaison will then complete the Field Placement Change Request form which is located on the School of Social Work website. The student, field liaison, field instructor, advisor and Field Coordinator sign the document and then it is entered into the student's academic file. The Field Coordinator will consult with the MSW Coordinator, in working out a resolution to the problem.
6. The Field Coordinator will make at least one further attempt to place the student in a field agency.
7. If a field placement cannot be secured, the matter is referred to the MSW Coordinator and Director for disposition. The decision regarding the student's continuation in field is made by the Director.

****In all circumstances, the Field Coordinator should be advised of any issues or problems in field.**

Field Instruction with Current or Former Employer

It is the expectation of the School of Social Work that students complete field practicum in new settings. However, in special circumstances, an option to have an employment-based field practicum is available. The practicum must be educationally focused, and must meet the educational objectives of the MSW curriculum. The intended goal of an employment-based practicum is to allow the student to continue employment while completing an educationally appropriate field practicum supervised by a MSW practitioner.

Expectations of Agency:

- A.** The agency must offer sufficiently diverse educational experiences that will enhance the student's knowledge base and degree of expertise.
- B.** Documentation that the student is not a probationary employee (or that probation has been waived by the agency) or is an employee in good standing.
- C.** The agency administrator must agree that students complete their required field practicum hours and have time to attend classes and field seminars. It is expected that the student discuss and negotiate the required time with their employer.
- D.** Radford University School of Social Work requires all students to purchase individual liability insurance coverage. If the employment based practicum is approved the student must submit proof of student liability insurance distinct from their agency coverage.
- E.** The agency must be affiliated formally with the School of Social Work and agree to provide the student with a Radford University approved agency field instructor. The field instructor must have a MSW degree from an accredited institution and have two years postgraduate experience. The assigned field instructor is expected to attend all orientation and scheduled field academy seminars.
- F.** The proposed field instructor is not the student's job supervisor and has a MSW degree plus two years post grad experience (for MSW students) or a BSW degree plus two years experience for BSW students. If an approved field instructor is not available, the Field Coordinator will collaborate with the agency to designate an onsite task supervisor and appoint an external field instructor to conduct the weekly educational supervision.
- G.** Field assignments in the agency must have an educational focus, must differ significantly from the student's current or past job assignments, and must be in a different (i.e. separate) program area.

Expectation of Students:

Process:

(Students must submit written documentation that explicitly addresses the agency expectations)

1. Student must meet with their advisor to discuss the proposal and submit a completed proposal packet to the field office (**Semester before field begins**).

BSW (489) spring placement 10/1

BSW (489) summer placement 2/1

MSW (641) 3/1

MSW (791) 3/1

New MSW students must submit the proposal within 30 days of submitting their intent to enroll form. It is the student's responsibility to forward the proposal to the Field Coordinator. Due to the amount of mail received during the admissions process it is advised that all students submitting employment based proposal contact the Field Coordinator to ensure proper receipt of the proposal.

2. Proposal should contain:
 1. Justification and description of the proposed placement with the learning objectives. Students must provide a description of the proposed field placement responsibilities and how they demonstrate the achievement of the learning objectives.
 2. Provide a current job description and the name of the current supervisor.
 3. Provide field placement job description and the name of approved field instructor
 4. List the difference between the current job and the proposed placement. Students who are using a new job must provide documentation of start date. (A new job is defined as new employment within three months of beginning practicum.)
 5. Letter of approval from an agency executive responsible for human resource decisions. Should contain the following:
 - i. Agency executive in charge of human resource decisions and the
 - ii. Current supervisor must provide the field office with written documentation approving the employment based field placement.
 6. Completed Field Application
3. Field Committee will review the proposal and provide the student with a written decision within 30 days.

The process to coordinate and approve an employment-based practicum is lengthy. Please allow time to complete the forms and submit them to the field coordinator in a timely manner.

FIELD AGENCIES

SELECTION

Students in the field practicum program are placed in human service agencies under public or private auspices. Either an agency or the Radford University School of Social Work may initiate the procedures designating an agency as a field instruction site. The Field Coordinator and the agency executive negotiate a working relationship based on the criteria stated below. If the Field Coordinator and the agency executive successfully negotiate a working relationship, a written statement of this agreement is sent to the appropriate agency representative. The agreement is signed by the Field Coordinator, the Agency Director (or his/her designated representative), the Director of the School of Social Work and Radford University's Director of Material Management/Contracts.

CRITERIA

All field instruction sites must meet the following criteria:

1. The agency's philosophy, goals, programs, and policies are compatible with professional social work standards.
2. The agency board, administrator, and staff are committed to the field instruction program, its goals and objectives, and due process protection of students as a significant function and responsibility of the agency. The agency agrees to support the academic mission of field placements. This includes providing the student with a qualified field instructor.
3. The agency administrator and staff are willing to cooperate with the university in planning for supervision and evaluation of placed students. The agency field instructor is expected to attend field orientations and at least one field academy per academic year.
4. The agency is in good standing in the community. It qualifies for membership in those standard setting bodies - national, state and local - appropriate to its field of practice.
5. The agency's staff is large enough to maintain and develop its basic program without reliance on students.
6. The agency should provide the student with available desk space, supplies, telephone, and clerical services for the use of the field instruction student.

MSW SUPERVISION

A field instructor should be regularly accessible within the agency where the student is placed. If the immediate agency supervisor does not hold a social work degree, then another person with social work credentials will be asked to provide social work supervision. Supervisory conferences should last at least one hour and be scheduled on a weekly basis. Learning is enhanced when supervision is frequent and consistent. During the field orientation prior to the field placement, the student will receive information on the supervisory process. This will include, getting the most out of supervision requires that you know what supervision is, how to use the supervisory relationship, and what specific actions on your part facilitate effective supervision.

Approval of the proposed field instructor rests with the School of Social Work. The minimum requirements for serving as a field instructor are, an MSW from an accredited institution and two years of post-MSW practice experience. If a qualified field instructor is not available in the agency, a task supervisor is identified to work with the student in the agency and the School of Social Work, in collaboration with the agency and the student, appoints a qualified field instructor to provide the weekly educational supervision.

ROLES AND EXPECTATIONS

Field Orientation

A mandatory orientation for all MSW students, field instructors and field liaisons is scheduled prior to the start of fall semester. The purpose of this orientation is to prepare the student and agency of the policy and procedures of the field education program. Roles and responsibilities, along with policy guidelines and ethical decision making will be discussed to better assimilate the student to the culture of the social work profession.

Student

It is the responsibility of the Faculty of the School of Social Work to communicate and monitor standards of professional and ethical behavior. Students will, at all times, be familiar with and adhere to the Waldron College Standards of Professional Behavior and The National Association of Social Workers Code of Ethics and Radford University policies. Failure to adhere to these standards will result in a student being denied entry into the field component of the MSW program or dismissal from the MSW program, as described under "Retention in the MSW Program" in the *MSW Student Handbook*.

While the Field Coordinator, the field instructor and the faculty liaison work to provide a quality field instruction experience for students, the student is expected to fulfill a number of responsibilities falling under two categories: the placement process and the agency experience.

Once the student begins the field placement, the student

1. Has agency expectations made clear, is prepared for and receives supervision on a regular basis, is actively involved in the social work tasks of the field setting, and participates in the evaluation process.
2. Acts as a mature, professional person at the assigned agency. The NASW Code of Ethics is used as one criterion for determining professional conduct.
3. Maintains confidentiality on matters pertaining to clients.
4. Arranges for transportation to and from the agency and, when necessary, arranges for off-campus living accommodations.
5. Negotiates with the agency field instructor a learning agreement at the beginning of the placement.
6. Notifies the agency field instructor if the student must be absent from the field placement.
7. Completes all written assignments satisfactorily.
8. Participates in the field placement seminars held at the University.
9. Prepares for and constructively uses supervisory conferences.
10. Arranges with the agency field instructor for the termination or orderly transfer of cases or projects before leaving the agency.

Faculty Liaison

The roles and responsibilities of the liaison include:

1. Attending field orientations and trainings;
2. Monitoring and assessing agencies, field instructors, and students' learning experiences including the review and approval of the student's learning agreement;
3. Assisting students with the integration of course work and practicum;
4. Assisting Field Instructors with developing teaching skills and providing them with course outlines and other materials;
5. Assisting in resolving problems between students and field instructors or other agency issues
6. Meeting with the student and the field instructor a minimum of three times during the academic semester;
7. Assigning the student a grade in consultation with the agency field instructor at the end of the semester;
8. Coordinating and facilitating the field placement seminar;
9. Facilitating the completion of learning agreements, midterm and final evaluations; and
10. Completing field administrative paperwork in a timely fashion.
11. If a task supervisor is utilized, the faculty liaison will ensure communication between the task supervisor and the field instructor.

The Agency

1. Interviews a prospective field student and accepts or rejects a student.
2. Considers the student for placement without respect to race, ethnic origin, gender, sexual preference, age, religion, disability (unless student is not able to function in the agency setting with accommodations), or political belief.
3. Designates a qualified field instructor who has the major responsibility for structuring the student's learning experiences. The field instructor must:
 - a. Oversee the student's learning experience, ensuring that the experience is educational in nature,
 - b. Participate in carrying out the educational objectives of the field instruction curriculum,
 - c. Assist in the development of the learning agreement.
 - d. Provide a range of appropriate practice experiences aimed at the student's professional growth,
 - e. Provide a minimum of one hour of one-to-one supervision per week,
 - f. Consult with the Faculty Liaison a minimum of three times per semester,
 - g. Engage in telephone consultation when necessary,
 - h. Provide an orientation for field students,

- i. Attend field instruction seminars at the University (CEU's offered)
 - k. Provide input into the ongoing development of the School's curriculum and program,
 - l. Recommend student's semester grade.
4. Provides the field instructor with adequate time to carry out responsibilities to the student.
 5. Advises the faculty liaison and/or Field Coordinator of policy and service changes in the agency.
 6. Provides necessary space and facilities (such as telephone, clerical services, and access to client records) for each student.
 7. Provides the student with transportation or mileage reimbursement, for field assignments that take the student outside of the agency. If agency policies do not permit this, the student is informed of this before the field assignment is accepted.

Foundation Practicum (SOWK 641/642) 205 hours in the field + 18 hours seminar = 223 hours per semester or 410 hours in the field + 36 hours seminar = 446 total)

The two semester foundation field practicum and supporting seminar provides a forum in which students apply the knowledge, skills, and values acquired from the foundation curriculum to direct and macro practice. The concepts and theories of the generalist perspective are applied. An emphasis is placed on assessment and practice grounded in theory. The ecological and person-in-environment theoretical frameworks provide a basis for entering into practice. Social construction and empowerment theories help focus client interaction toward the use of practice methods which respect "client" decision making. Practice is based on ethical decision making, valuing and respecting diversity, working toward the dismantling of oppression, and establishing social and economic justice.

The focus is placed on assessment/analysis of client needs, client-worker relationships, professional values and ethics, service delivery issues, agency/organizational dynamics, and social work supervision. Practice at the micro, mezzo, and macro levels are incorporated and the application of the multiple practice methods introduced in SOWK 631 & 632 is encouraged. This is a practicum experience that utilizes an electronic and/or face-to-face seminar as methods of instruction.

Concentration Practicum (SOWK 791/792) 300 hours in the field + 18 hours seminar = 318 hours per semester or 600 hours in the field + 36 hours seminar = 636 hours total)

The two semester concentration practicum and supporting seminar provides a forum in which the knowledge, skills, and values acquired from the specialized concentration curriculum are applied. The concepts and theories of community-based family practice (CBFP) are applied. The skills and knowledge taught in SOWK 783 and 784 are applied through multiple environments and across the micro, mezzo, and macro levels. Service

delivery issues, agency/organizational dynamics, and practice skills are emphasized. This is a practicum experience that utilizes an electronic and/or face-to-face seminar as methods of instruction. The knowledge and skills for direct and macro practice with diverse populations are developed and applied, emphasizing the dismantling of oppression and applying methods which work toward social and economic justice for populations at risk. The seminar supports the exploration of ethical decision making.

THE LEARNING AGREEMENT

The learning agreement is a written plan that describes an individualized learning experience that is consistent with student interests and needs, school objectives, and agency resources. The learning agreement structures your time in the agency and outlines your responsibilities in the practicum. It is a three-way agreement that involves you, the field instructor (who suggests opportunities), and the faculty liaison (who approves the quality and quantity of your objectives). When writing the learning agreement, you should consider together what skills you may develop, interventions, and/or populations you want to learn more about, and experiences that complement your classroom learning or research interest.

Process

The learning agreement template can be found on the School of Social Work website. The following information should be considered as you complete the learning agreement template.

- A. The first column of the template is a list of the student's learning objectives. These correspond to the educational objectives listed in the syllabi.
- B. The middle column should include a description of the tasks and assignments that the student will do in carrying out the above objectives.
- C. The last column should identify methods to be used for evaluation of student's performance (e.g. supervisory conferences, process recording, video/audio tapes, analysis of student documents, direct observation, client feedback, co-worker evaluations).

All field placements must provide opportunities for students to work with diverse client populations.

Roles (in preparing the learning agreement)

Student: Does a self-assessment/awareness activity to identify areas of interest and existing strengths, and those areas in which new knowledge and skills can be developed; identifies the course educational objectives; assesses the agency, and the community for opportunities to accomplish the educational objectives. The student now has the needed information to write the learning agreement.

Field Instructor: provides an orientation to the agency and community and serves as a resource for identifying possible activities or strategies the student could use to accomplish the learning objectives.

Faculty Liaison: also serves as a resource person for opportunities to accomplish the learning objectives, and ensures that the tasks, workload, and hours are consistent with School objectives for field education, and if necessary, facilitates negotiation to determine areas of mutual agreement.

Completion

The faculty liaison will provide the due date of the learning agreement.

Copies

The student will provide the faculty liaison the signed original of the student's learning agreement. The student will retain a copy for himself or herself and provide their field instructor with a copy of the learning agreement.

Revisions

The agreement should be reviewed on an on-going basis and revised if necessary. A new learning agreement is required at the beginning of each semester.

CHILD WELFARE STIPEND ADDENDUM

This information is provided for students who have been awarded a Title IV-E child welfare stipend. During this academic year we hope that you are exposed to and participate in many of the experiences and special projects you have available in your office. Because Title IV-E funds stipends, the focus of the student's experience must involve child welfare issues, especially related to services offered in a Virginia Department of Social Services within the capacity of child welfare services such as Child Protective Services intake and investigation, foster care, and adoption services, etc.

Students are expected to develop a learning agreement with the assistance and direction of his or her agency Field Instructor and Faculty Field Liaison. As you begin to prepare your learning agreement, the following objectives must be included:

- Referral process
- Intake
- Initial Assessment/Investigation, including case disposition
- Family Assessment, including their strengths and resources
- Service Planning
- Service Provision
- Monitoring client progress and evaluation of service/case plan
- Case closure
- Evaluation and assessment of your own practice and the agency's goals and objectives, including special projects
- Exposure to court processes involved in CPS and Foster Care cases

These experiences will help you better prepare for employment with a Virginia Department of Social Services after graduation.

EVALUATION PROCESS

Evaluations are an integral part of student learning. Ongoing evaluation of a student's progress in field is essential to analytical development and self-growth. It is encouraged that each student undergo continuous evaluation of his or her own professional skills and educational integration of course work into the field setting. Therefore, a formal midterm and final evaluation process is to be done on both the Foundation and Concentration levels within the program. Both the student and the agency field instructor complete midterm and final evaluations. This is an opportunity for the student and field instructor to engage in further dialogue as to the student's adjustment to the practicum setting, their emerging strengths, and any limitations or concerns regarding student's performance.

Midterm and Final evaluation

MSW Student (self) Evaluation and Field Instructor Evaluation

The student is expected to provide the field instructor/task supervisor with a copy of the evaluation to complete. In addition, the student must write up midterm and final self evaluations by the dates agreed upon by the student, the field/task instructor and the field liaison. The student and field/task instructor should review both self evaluation and their evaluation prior to the meeting with the field liaison. Final evaluations are conducted at the end of each semester allowing both the student and the field instructor to evaluate the student's level of competency within their practicum, utilizing the Radford University School of Social Work Goals and Objectives. The student is also asked to evaluate not only themselves but also the field agency and the field liaison. The student will provide the faculty liaison the original evaluations to be filed in the student file.

Certification of Hours

At the end of each semester, the student will provide documentation to the faculty liaison regarding the number of hours worked in the field placement during the semester. This document will include original signatures of the student and the field instructor. For SOWK 641/642 a form is posted on the School of Social Work website. For SOWK 791/792, the field logs will be submitted as verification of student hours.

All forms related to the field practicum are available on the School of Social Work's website.

PART E: OTHER INFORMATION

FINANCIAL AID OPPORTUNITIES

School of Social Work (540-831-7689)

- **Graduate Assistantships**

Fellowships and Assistantships, valued at \$4,000 for the academic year, are available to graduate students who demonstrate potential in their selected field of study. Recipient must maintain a 3.0 GPA. Assistantships and Fellowships are given primarily in recognition of the academic qualifications of the student. Financial need is not a criterion. The student is expected to perform an average of 10 a week, teaching, research, administrative, or other responsibilities during each week of the semester in the School of Social Work or other University office. Some assistantships pay a portion of the out-of-state tuition.

- **Child Welfare Educational and Support Program (CWESP)**

Stipend is for students interested in working in public child welfare. The child welfare stipend recipient must work one year in child welfare for a Virginia DSS for every year stipend is received (stipend is \$8,000/year). Students can apply for the stipend for both years of the MSW program (there are some additional requirements for stipend students—see stipend brochure for additional information).

- **Veterans' Administration Stipend**

Field placement in the Veterans' facility for 20 hours per week (available only to concentration year students). Recipient must maintain a 3.0 GPA (stipend is approximately \$5,000/year).

STUDENT LOANS (540-831-5408) <http://finaid.asp.radford.edu>

- **Federal Perkins Loan**

Funded by federal government but is administered directly by Radford University. Graduate students may be awarded loans up to \$4,000 per year with a \$40,000 maximum. This total includes any amount borrowed under NDSL or Perkins for undergraduate study.

- **Federal Stafford Student Loan**

Enables graduate students to borrow as much as \$65,000 in subsidized Stafford not to exceed \$138,500 in both subsidized and unsubsidized Stafford accumulation for both graduate and undergraduate work.

- **Radford University Graduate Grant (RUGG)**

Graduate grant program with awards averaging \$1,500 per academic year. Priority is given to students with the highest need.

Work Programs

- **Federal Work-Study Program**

The Student Employment Program at Radford University offers a valuable experience for students. Students work on campus twelve hours per week. For the 2008-09 academic year, students will earn \$6.55 per hour and will work a total of 180 hours per semester or 360 hours per academic year.

- **Residence Hall Assistantships**

Resident Director (R.D.) positions are graduate assistantships with a two-year commitment. The R.D. is responsible for the total operation of a residence hall housing 130-375 students. Positions are valued at up to \$10,000 per academic year (tuition, room, board, and stipend).

- **Graduate Assistantships/ Fellowships**

Please see description under School of Social Work, page 24.

Radford University

- **Graduate Assistantships**

Graduate Assistantships are awarded through the Graduate College. Students should consult the Graduate College's website at <http://gradcollege.asp.radford.edu/> to determine the application procedures and deadlines.

- For financial aid information for international students, please visit the financial aid website at: <http://finaid.asp.radford.edu/int.html>
- For additional information about financial aid opportunities visit the financial aid website at: <http://finaid.asp.radford.edu/grchoice.htm> or call the financial aid office at 540-831-5408.

ADDITIONAL RU SUPPORT AND HEALTH SERVICES

Student Counseling Services (SCS)

While pursuing your academic career, developing your own interpersonal skills will be just as important to your future as the grades you make. Some of your developmental tasks will include dealing with emotions, becoming more independent and interdependent, continuing to discover who you are (identity issues), managing interpersonal relationships, clarifying career and lifestyle goals, and developing a sense of confidence and competence.

The staff of Student Counseling Services knows the importance of being able to sit down and share your innermost concerns with a professional counselor in a confidential setting. All currently enrolled Radford University undergraduate and graduate students are eligible for counseling services at the Student Counseling Services free of charge. For more information, visit the Student Counseling Services website at:

<http://ccsd-web.asp.radford.edu>

The Office of Substance Abuse and Sexual Assault Education

The Office of Substance Abuse and Sexual Assault Education is dedicated to increasing knowledge and awareness of substance abuse, sexual assault, and other student health issues as well as decreasing the negative consequences associated with high risk alcohol & other drug use and sexual assault. The Substance Abuse and Sexual Assault Education Office provides the following services:

- **Educational Resources** on the topics of Substance Abuse, Sexual Assault, Dating Violence, and other student health issues.
- **RU Aware Program:** An educational class for the RU Drug & Alcohol policy violators.
- **Counseling** for students dealing with issues surrounding sexual and dating violence and/or substance abuse.

- **Advocacy and support** for sexual assault victims.
- **Consultations** for students, parents, faculty and staff.
- **Presentations and Trainings** for the RU community on substance abuse and sexual assault issues.
- **Peer Educators:** A student group dedicated to raising awareness about student health issues that sponsors campus wide awareness events and educational programs for residence halls and other organizations. The SASAE office advises and supports the students in Peer Educators.

If you are interested in having someone come and do a presentation for your class, residence hall, or organization, feel free to call us or email us.

Contact Information:

Office of Substance Abuse and Sexual Assault Education
 Tyler Hall
 P.O. Box 7008
 Radford University
 Radford, VA 24142

Our phone number is 831-5709, our website is: <http://www.radford.edu/sasae/> and our email address is: sasae@radford.edu

Disability Resource Office

- The Disability Resource Office assists students who have documented disabilities in assessing reasonable academic accommodations while attending Radford University. The DRO office helps students become familiar with all the resources on campus. They also assist students in becoming self-advocates.

Services provided by DRO include:

- Reasonable academic and residential accommodations are provided. Accommodations that may be provided include a reader; scribe; wheelchair accessibility; a quiet, separate room for test taking; as well as assistance in locating a note taker. This is only a partial list. Accommodations are given based on individual needs that are addressed in each student's documentation.
- Study skill assistance, academic advising, career and personal counseling.
- The DRO refers students to existing campus resources that address the individual's area of need. When appropriate, referrals are made to outside agencies such as the Department for the Visually Handicapped and the Rehabilitation Services Department.
- Students with temporary disabilities (due to an accident, illness, or surgery) may also register with us and obtain needed accommodations to aid them through their recuperation.
- If you are a student who suspects a learning disability, the DRO will speak to you concerning your difficulties and, if need be, refer you to local specialists for testing.

For more specific information on services and procedures please contact the DRO at 831-6350 or by email at dro@radford.edu

The Writing Center

The Writing Center is a valuable resource for students who struggle with writing, with English as a second language and for those who want to improve their writing. The goal is to help students internalize the skills of dialogical thinking that a mature writer uses.

Writing Center staff have been trained to work with learning disabled students and Writing Center is accessible for students with physical disabilities; staff may also arrange to meet students in other, more convenient, places on campus. Tutors have also worked with interpreters and readers.

Tutors guide students as they explore assigned topics, learn strategies for generating ideas, and discover methods of development and organization. Tutors also help students with drafts by reviewing rules of grammar, punctuation, organization and general rhetorical skills.

Writing assignments are an essential element in a student's educational experience. We encourage all students who write and wish to receive constructive feedback to use our tutoring services. The Writing Center is located in Walker Hall, Room 129, in the Learning Assistance and Resource Center (LARC). For more information, please call 831-7704 and/or visit the Writing Center website at:

http://www.radford.edu/~write/writing_center_philosophy.htm

Student Health Services of Radford University

The Student Health Service provides basic health care to students at the University. Acute care is provided by the Health Service's staff which includes physicians, nurse practitioners and nurses. We are here to serve you and are committed to maintaining the highest possible quality of care.

The Student Health Center provides basic health care to students on an outpatient basis, Monday through Friday. The Health Center is equipped to provide diagnosis and treatment for most of the common health problems encountered by students. More serious medical situations are referred to a network of local specialists. **For urgent medical care after-hours, go to Radford Community Hospital's Emergency Department located near Interstate 81, exit 109; 731-2000. Call 911 in case of a true emergency.**

The Student health Center provides basic health care to students on an outpatient basis, Monday through Friday. The Health Center is equipped to provide diagnosis and treatment for most of the common health problems encountered by students. More serious medical situations are referred to a network of local specialists. Over-the-counter medications and a limited number of pharmaceuticals are available. All registered students currently enrolled at Radford University can receive the following services:

- | | |
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| <ul style="list-style-type: none">• Examinations for most physical problems• Counseling and advice for emotional problems with possible referral to the Student Counseling Services• Pregnancy testing and assistance in obtaining obstetrical, adoption, or abortion services | <ul style="list-style-type: none">• Access to a 24-hour; 7 day-per-week nurse consultation services (1-866-205-2164)• Allergy injections on a scheduled basis for a small fee (students must provide their own allergy serum and instructions from an allergist) |
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- | | |
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| <ul style="list-style-type: none"> • Health education programs • Routine pelvic examinations • *Birth control information and prescriptions • Self-care center for common colds • Laboratory testing • Testing and treatment for sexually transmitted infections | <ul style="list-style-type: none"> • Immunizations <ul style="list-style-type: none"> ○ Tuberculosis screening and skin test ○ Tetanus ○ MMR ○ Meningitis ○ Hepatitis B immunization ○ Gardasil - HPV vaccine |
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* In order to receive contraceptive services, students must have had a gynecological exam, including pap smear, within the last year. If this has been done elsewhere, we need a copy of the exam and pap report. If a student has not had an exam, we will provide this service. This requirement does not apply to any other services.

Services NOT Provided by Student Health Services Include:

- Emergency care for serious or life-threatening illness or injury
- Evaluation, treatment, or medications for serious psychiatric disorders
- Medical services after regular hours or during official school holidays or breaks
- Evaluation, treatment or medications for Attention Deficit Disorder
- Emergency medical services. Available at the Carilion New River Medical Center. Ambulance service is available to the campus and a state-licensed emergency medical unit run by student volunteers is also available.

The Student Health fees covers:

- Office visits to the Student Health Center
- Health Education
- Over the counter medications/supplies included in the self-care cold center

The Student Health fee does not cover:

- Laboratory services
- Contraceptives
- Prescription medicine
- Minor surgical procedures & sutures
- X-rays
- Immunizations

For more detailed information visit the website at: <http://health.asp.radford.edu/>

Most services offered are by appointment. To make an appointment, please call 831-5111. For the 24 hour Nurse Line or medical library call 1-800-322-9582.

Awards

Various awards are available to graduate students. Awards are given through the School of Social Work, the Graduate College, and other national organizations. Listed below are just a few of those awards. Requirements and deadlines for awards change yearly but we make every effort to inform students of those opportunities.

- Unsung Hero Award
- Programming Excellence Award
- Outstanding Student Organization Award
- Community Service Program Award
- Advisory Excellence Award
- Who's Who Among American Colleges and Universities
- Phi Alpha Honor Society
- Phi Gamma Mu Honor Society
- Graduate student awards for Research, Creative Work, and Performance

2009-2010 ACADEMIC CALENDAR

<http://www.radford.edu/~registra/calendar.html>

Fall Semester 2009

Residence Halls Open	August 28-29
Fall classes begin	August 31
Labor Day – Classes in Session	September 7
Census Date	September 14
Last day for GR Students to Add/Drop	September 14
Last day for GR Students to Apply for Fall Graduation	September 14
Mid-Semester grades due by 10:00 a.m.	October 14
Last day to withdraw from one or more classes with a grade of “W”	October 23
Registration for Spring/Summer semester begins	TBA
Last day to withdraw from University (all classes) with grades of “W”	November 17
Thanksgiving break	November 21-29
Last day of classes	December 11
Fall Exams	December 14-17
Winter Graduate Hooding	December 18
Winter Commencement	December 19
Grades due by 10:00 AM	December 21

Spring Semester 2010

Residence Halls open	January 17
Martin Luther King Day – Classes NOT in session	January 18
Spring classes begin	January 19
Census Date	February 1
Last day for GR Students to Add/Drop	February 1
Last day for GR students to apply for Spring Graduation	February 2
Mid-Semester grades due by 10:00 a.m.	March 3
Spring Break	March 6-14
Last day to withdraw from one or more classes with a grade of “W”	March 19
Registration for Spring/Summer semester begins	TBA
Last day to withdraw from University (all classes) with grades of “W”	April 13
Last day of classes	April 30
Spring exams	May 3-6
Spring Graduate Hooding	May 7
Spring Commencement	May 8
Grades due by 10:00 AM	May 10

Maymester Semester 2010

Maymester begins	May 17
Census Date	May 19
Last day to Add/Drop for GR students	May 19
Last day to apply for Summer graduation	May 21

Last day to withdraw from one or more classes with a grade of "W"	May 27
Memorial Day observed – Classes NOT in session	May 31
Last day to withdraw from University (all classes) with grades of "W"	June 2
Classes end	June 4
Final Exams	June 5
Grades due by 10:00 AM	June 8
Degrees Conferred	August 16

Summer Session I

Summer Session I begins	May 17
Census Date	May 21
Last day to Add/Drop for GR students	May 21
Last day to apply for Summer graduation	May 21
Memorial Day observed – Classes NOT in session	May 31
Last day to withdraw from one or more classes with a grade of "W"	June 4
Last day to withdraw from University (all classes) with grades of "W"	June 11
Classes end	June 17
Final Exams	June 18-19
Grades due by 10:00 AM	June 22
Degrees Conferred	August 16

Summer Session II 2010

Summer Session II Begins	June 28
Census Date	July 2
Last Day to Add/Drop for GR Students	July 2
Independence Day observed—classes NOT in session	July 5
Last day to withdraw from one or more classes with a grade of "W"	July 16
Last day to withdraw from University (all classes) with grades of "W"	July 23
Summer Session II Classes end	July 29
Summer Session II Final Exams	July 30-31
Grades due by 10:00 AM	August 3
Degrees Conferred	August 16

Summer Session III

Summer Session III Begins	May 17
Census Date	May 28
Last Day to Add/Drop for GR Students	May 28
Memorial Day Observed- Classes not in Session	May 31
Last day to withdraw from one or more classes with a grade of "W"	June 30
Independence Day observed—classes NOT in session	July 5
Last day to withdraw from University (all classes) with grades of "W"	July 15
Summer Session II Classes end	July 29
Summer Session II Final Exams	July 30-31
Grades due by 10:00 AM	August 3
Degrees Conferred	August 16