



Saint Joseph's College of Maine

Social Work

278 Whites Bridge Road
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Social Work Student Handbook

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Introduction to Students

Welcome to the social work program! The College offered the first class on campus in Fall 2016, and the first online course was offered in Fall 2017. The program was accredited in 2019 by the Council on Social Work Education (CSWE).

As the program continues to develop, feedback from students and field supervisors will be greatly valued. The program faculty is committed to constructive dialogue and remains open to feedback of any kind. Once the program is accredited, BSW graduates may be eligible for advanced standing in a Master of Social Work program. Advanced standing means that BSW graduates may be able to skip the foundation year of an MSW program.

In this handbook, students will find the guidelines and rules for the program. Field internship supervisors will also receive the information in this handbook to ensure a strong foundation for the field experience. It is important for students to have a thorough understanding of the program including the goals, objectives, and expectations which are designed to promote strengths-focused, empowerment-based, generalist social work practice.

For more information:

Students who are taking classes on-campus should refer to the on-campus student handbook. Students who are taking classes online should refer to the online student handbook.

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Program History

The core values of Saint Joseph's College have always been in line with social work practice. The College developed the concept for a BSW major in 2014 and the first class entered in Fall 2016. The baccalaureate social work program emerged from the core values and grew in response to the community's need for a BSW program in a smaller size school in Maine.

The BSW program's preliminary work began with Dr. Sherrie Winton, online program director, who saw a need for the program. The staff from the sociology department were also instrumental in doing some of the preliminary work, in getting the new program accepted by the college administration and the Faculty Senate. When the new degree was accepted, the College hired a full-time program director. A member of the Sociology Department who was a clinical social worker became part of the social work faculty in the BSW degree program as the field director. The College then sought full accreditation as a Council on Social Work Education (CSWE) program.

The social work program at Saint Joseph's College intends to provide students an understanding of social justice, human diversity and society, as well as prepare students for careers in social work that improve the quality of life in their communities and beyond.

Program Vision, Mission, Goals, and Objectives

Vision Statement:

The faculty, students, and alumni of the Social Work Program at Saint Joseph's College share a vision of a world where everyone has access to the resources and support they need to thrive, physically, mentally, emotionally, and spiritually. Where health and well-being are seen as fundamental human rights, where mercy drives our thinking and actions, and where stewardship of our planet and its people is paramount.

Mission Statement:

The central mission of the social work program at Saint Joseph's College of Maine is to provide an educationally sound, academically challenging, ethically principled and socially relevant curriculum to

prepare graduates to have a commitment to the knowledge, values, and skills of the profession. This, in turn, will produce excellent social workers who are prepared for graduate study or professional practice.

Social workers value diversity and offer skills to assess, observe, and assist individuals, families, groups, and communities in making decisions to improve their lives. Social worker students demonstrate the program's mission by advocating for human rights through social, economic and environmental justice, and recognizing the responsibility for the welfare of both humankind and the environment, starting with campus life and online environments.

Built on the liberal arts tradition, the curriculum is grounded in the core values of service, dignity and worth of the person, the importance of human relationships, social justice, human rights, scientific inquiry, integrity and competence, and is framed in the strengths based and empowerment approach within a systems perspective.

BSW Curriculum Objectives

Council of Social Work Education 2022 Educational Policy and Accreditation Standards and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

BSW Curriculum Plan and Degree Requirements

The social work curriculum prepares students for beginning professional level practice and continued graduate study. The social work curriculum builds upon a liberal arts foundation that is standard for the entire College. The curriculum is consistent with the Educational Policy & Accreditation Standards for Undergraduate Social Work Programs established by the Council on Social Work Education. To graduate from Saint Joseph's College, students are required to complete 120 semester credit hours.

The social work curriculum incorporates and integrates content in five professional areas: human behavior and the social environment, social welfare policy and services, research, social work practice and techniques, and field internship. In addition to the core social work courses, there are supporting classes required which supply additional knowledge and background to aid in the effective training of competent BSW social workers. These courses come from the areas of psychology, economics, political science, biology, and sociology.

Students must also complete 464 hours of internships. They complete a community-based learning project, a 64-hour internship attached to a Spring semester in Junior year community practice course (SW 332), and they complete 200 hours for each of two semesters in their Senior year field internship Seminars (SW 408 and SW 409) for a total of 400 hours. Online students will complete these internships in their local communities. Students select internships in consultation with the Field Director.

Nondiscrimination Statement

The BSW Program embraces and upholds the nondiscrimination and affirmative action policies of Saint Joseph's College. It is the policy and practice of Saint Joseph's College to comply with the laws, regulations, and orders that provide for and impose obligations on employers with respect to the management of their equal employment opportunities and affirmative action programs.

Generalist Social Work Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices.

The baccalaureate program in social work prepares students for generalist practice. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Field Internships

Internships are designed to provide opportunities for exploring the profession and possible settings a student may choose to work in once the degree is complete. The field internship is a site for students to advance professional knowledge, values and skills for themselves and for the larger social work community. The Field Director connects students with internship opportunities at an array of social service organizations. The Field Director and the student work in partnership with the organization to develop the internship specific to the needs of the student and the agency.

Field Internship Sequence, Policies, and Procedures

Overview

There are three courses in the BSW curriculum that support the field placement; below is a brief description of the internship-related requirements attached to each.

BSW Field Internship

SW 332: Social Work Practice with Organizations and Communities is typically taken in the Spring semester of the Junior year on-campus and after SW 330 and SW 331 in the online program. The course requires students to complete at least 64 internship hours. The student and Field Director work with the placement organization to agree on a schedule for internship hours. Through sample tasks such as assessment, prevention education, case management, and group facilitation, students will demonstrate their knowledge and integrate course work into real-life scenarios.

Social Work Field Practicum I (SW 408), and Social Work Field Practicum II (SW 409), must be taken consecutively in the Fall and Spring semesters on-campus. These courses must also be taken consecutively in the online program in the last two semesters of the social work curriculum. Each course requires a minimum of 200 internship hours. Together, they will carry a minimum total of 400 hours of internship. Schedules are determined between students and supervisors, but typically a BSW student is in field internship on Tuesdays and Thursdays. There are a diverse range of practice opportunities available to senior field internship students.

Supervisors can expect that senior BSW students will function as entry level, generalist practice social workers and have had the coursework equivalent to the first year of an MSW program. More advanced interviewing, counseling, group work, family work, case management, crisis intervention, and negotiating social services are common senior internship responsibilities.

Field Internship and Practice Course Restrictions

The social work program at Saint Joseph's College restricts enrollment in the social work practice sequence and the field internship practice courses to social work majors and minors as appropriate.

Forms and Procedures

The BSW programs employ a variety of forms, including applications, evaluations, confirmations, learning agreements, etc. The forms necessary for the administration of the field internship program are available in Appendix D as well as the course management system, Brightspace. Required forms are the same for the BSW program online and on-campus.

Generalist Practice

The BSW field internship engages students in supervised social work practice and provides them the opportunity to integrate coursework with developing practice skills. Students are expected to develop an understanding of the broad base of micro, mezzo and macro professional skills. Students apply a generalist systems-based approach that is grounded in the strengths perspective.

At Saint Joseph's College, generalist social work practice is framed in the strengths based and empowerment approach, within a systems perspective, to aid and support all people in their efforts to access resources, to achieve greater individual and collective empowerment, and to work for social and economic justice. Interventions are performed at every practice level including individual, family, group, community, national, and international.

By developing the ability to use professional supervision, students will gain self-awareness, access support, and begin to identify their own learning needs. It is in the application of theory, intertwined with supervision and seminar level field instruction, that students engaged in field placements explore this level of intervention and develop the associated behaviors and competencies.

Professional Ethics

Students are responsible for understanding and complying with the NASW Code of Ethics. Students receive copies of the Codes of Ethics in their courses and they are included in this manual. All behavior in the field internship setting must meet the ethical standards detailed in the Code. In addition, students are required to act in a manner consistent with the principles put forth in the UN Universal Declaration of Human Rights.

To comply with the NASW Code of Ethics, students in the field internship agencies must identify themselves as being "in training". Students should never be asked to represent themselves as staff workers of the agency and should instead be titled "Social Work Intern".

Assignment to the Field Agency

Students must complete prerequisite work in order to enter the field internship. Completion of prerequisites is dependent upon students' full or part time enrollment status. Both on-campus and online learning environments require the same number of internships and follow the same criteria for selecting a supervisor and the amount and type of supervision.

Prior to enrollment in the field internship, students are required to complete and submit a Field Internship Application. Following the completion of this application, students meet with the Field Director to discuss their learning objectives and agency choice for their field internship site. These meetings can take place online or on-campus depending on student availability. Students will be offered two to three agencies in which to interview. These interviews involve a mutual decision-making process whereby the student assesses the expectations and functions of the agency while, simultaneously, agency representatives assess whether the student will be a good fit. If the student interviews with three agencies and is unable to secure a field placement, two additional agencies will be provided to the student. If a student fails to secure a field internship placement after interviewing with five agencies and/or the field internship course enters approximately the fourth week of the term, the student will be withdrawn from the field internship by the Program Director. The placement deadline for Fall semester internships is determined and communicated to students by the Field Director. These deadlines are firm and consistent with both the online and on-campus programs. The inability to start on time could cause a significant disruption to the student's schedule and anticipated graduation date. Refunds will be granted only and strictly in accordance with College policy.

Once interviews are completed, students finalize the practicum selection with the Field Director. Students will not be assigned to a practicum setting without an agency interview or without interviewing with the Field Director.

Field supervisors receive an official confirmation of the internship by email along with a copy of the student's Field Internship Application, links for the handbook, website, and an invitation to the annual supervisor orientation. Field internship supervision will be conducted on-site at the agency. The field program specifies the credentials and practice experience for field supervisors as being a person who must have a BSW or MSW degree and two years post-degree experience in the field of social work. The program selects its field supervisors with the utmost care. To ensure the social work perspective is reinforced, the Field Director recruits and retains BSW and MSW professionals who possess degrees from CSWE accredited programs. The school also stipulates that a supervisor be licensed when required by the state. When a field supervisor does not have a professional social work degree that person becomes a task supervisor for the student, and another BSW/MSW that is affiliated with the agency provides structured weekly or bi-weekly individual or group supervision to the student to provide the social work perspective. The agency can also contract with an MSW in private practice who is willing to provide supervision to students in non-traditional social work agencies so that the program can guarantee that the student continues to see and understand the social work perspective.

Change of Practicum

A field internship can only be changed with the approval of the Field Director and Program Director. Preference for another setting or another location is not a valid reason for changing a practicum. If a student is dissatisfied with the field internship, the first step to take is to speak with the field supervisor at the agency. Supervision is often the best vehicle for resolving issues or conflicts at the agency site. If the student addresses the issue with the field supervisor and there is no resolution to the issue, the next step to take is to request that the Field Director and the field instructor meet to assess the situation. If they agree that the placement is not appropriate for any reason, the field instructor may recommend to the Field Director that the placement be terminated. An agency cannot terminate a student from a field internship without the involvement of the social work program director and the consensus of the Field Director and the field instructor, unless dangerous or egregious behavior is present.

In the case of a serious ethical violation or significantly unprofessional conduct by the student, the agency can terminate the student from the placement. This procedure is detailed in the Student Support and Review Committee policy included in this handbook.

When a student enters field internships they often do not know if they will like the population or the setting. Learning that they do not like either the setting and/or the population is **NOT** a sufficient reason to leave an internship. This instead is viewed as a valuable experience which will enable students to refine their choices for subsequent internships or employment.

Agency Termination of Student Interns

If a student is terminated by an agency for good cause, or in instances where the student's continued participation presents undue disruption to agency business, the student will be subject to formal review before the Student Support and Review Committee. This review will be brought forward by the teacher of record for the field internship course.

Work/Study

It is possible for a student to obtain a field internship that is also an employment situation, but the combination field internship-work/study must conform to the following guidelines:

1. If the student is already employed by the agency, the field internship assignment must provide qualitatively different experiences for the student, as well as a different person to provide supervision.
2. The practicum must meet all the same requirements as any new agency. That is, the potential field supervisor must possess an MSW, and complete the necessary supervisor's training.
3. Agreements for work/study must detail the conditions of the plan and be acceptable by all the parties involved. The student and their supervisor will complete the Employment-Based Field Placement Plan of Study form, which must be agreed to and signed by the Field Director prior to the start of placement.

Life and Work Experience Credit

Academic credit for life experience and previous work experience does not suffice in whole, or in part, in lieu of the field internship or courses in the professional foundation areas. The field internship experiences are an integral part of the program and they are to take place in conjunction with specified courses as a concurrent experience.

Use of Personal Vehicle in Field internship

Some agencies may expect the intern to utilize their vehicle in the performance of field internship work duties. Issues concerning the use of a personal vehicle in field internship are not the purview of the social work program or Saint Joseph's College as a whole. Legal ramifications of use of the student's vehicle in field internship is the sole decision of the student. The social work program and Saint Joseph's College does not provide auto insurance of any kind, nor is travel reimbursement paid in any way. If concerns exist regarding this issue, the student should raise them at the point of interview. The social work program will not encourage or penalize students for their decision to use or not use their vehicle in the performance of internship duties. The program would strongly prefer that students not use their vehicle to transport clients.

Decorum in Field Placement

Students in field internship are expected to observe all rules of decorum and protocol expected of other agency professionals. This includes arriving on time, keeping appointments, dressing appropriately, notifying the agency supervisor and/or field instructor of unavoidable absences, and observing standards of confidentiality. If unavoidable absences do occur, students are expected to make arrangements to make up for missed time. Unavoidable absences include major illnesses, hospitalization of an immediate family member, and a scheduled academic responsibility at the College. It does not include a desire to be at the birth of a child of a friend, taking a friend to the hospital or other urgent matters that occur during the school year but can be attended to at an alternate time.

Avoidance of Dual Roles and Conflicts of Interest

The NASW Code of Ethics (Appendix A) emphasizes the need to avoid conflicts of interest that could potentially interfere with the exercise of professional discretion and impartial judgment. In accordance with this directive, the social work program reserves the right to deny permission for a student to intern at an agency where issues of dual roles or other conflicts may be problematic. This may include not allowing students to enter an internship agreement where they or a close family member or friend currently or has previously received services, or where a close family member or friend is employed. Large agency settings with multiple programs may be considered appropriate on a case-by-case basis.

Student Identification

Students should always identify themselves to clients and staff in their placement agencies as “social work interns.” If agency protocol requires student interns to have identification badges it should be arranged that these be issued during the students’ first week of internship placement. Students are required to follow agency protocol in wearing identification badges.

Social Media and Confidentiality

Students are required and expected to refrain from the use of any social media to report, comment, or distribute any information or photographs related to their internship placement, role, responsibilities, colleagues, or clients. Confidentiality of the agency, its personnel, and the clients it serves should always be respected and upheld. NASW has provided some assistance by discussing technology in general. <https://www.aswb.org/wp-content/uploads/2013/10/TechnologySWPractice.pdf>

Students are required to follow the standards and guidelines within the NASW Code of Ethics (Appendix A) regarding confidentiality. Social work student interns recognize their role as mandatory reporter and follow the guidelines and requirements of this role. Students are also required to follow agency confidentiality guidelines and relay these to clients per agency protocol and procedures. Students are responsible for learning and understanding agency confidentiality policy during their orientation to the agency/internship. Students should review and sign any agency confidentiality forms during their orientation to the agency/internship.

Personal Safety

Students must recognize that the social work context has increasing potential for risk to personal safety. When in the field the student should be alert to environmental factors relative to personal safety. The following safety concerns should be taken into consideration by the field instructor and student.

Additional field safety information can be found here:
http://www.naswdc.org/practice/social_work_safety/default.asp

1. Field work agencies should have a written policy available for students regarding:
 - a. Building and office security (including that the student may not be alone in the building)
 - b. Emergency procedures, including when and how to summon security or police assistance
 - c. Staff responsibilities and procedures for management of violent, or potentially violent clients, including reviewing with the students what to do if a client becomes agitated in the interview, how to structure the office environment to maximize safety, use of panic buttons, etc.
 - d. Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided
 - e. Procedures for reporting sexual harassment and harassment of any kind.
2. The Field Instructor and field placement agency should insure that each student is provided with copies of the above policies and, as a part of the student orientation, should provide training on safety issues and procedures most relevant to the agency setting and clients served. Students are expected to use discernment regarding personal safety, particularly when making visits in the community and in the homes of clients.
3. The student's Field Instructor should know where the student is during fieldwork hours and should discuss with her/him procedures for office check-in, when the student is out in the community. The Field Instructor should anticipate with the student any activities that may require special planning regarding the safety of both clients and students;
4. The Field Instructor should be sure that the student knows how to summon help, if it is needed, both in the office, and in the community. Professional back-up must be available to students working out of the office, as well as to those working in the office; and
5. The Field Instructor should thoroughly prepare students for home visits, and particularly consider and/or emphasize the following (a written protocol for home visiting is required):
 - a. Selection of clients and home environments that are not presumed to be dangerous to the student;
 - b. Provision of a safe means of transportation, whether by agency vehicle, the student's vehicle, or public transportation
 - c. Discussion of neighborhood, including any potentially dangerous areas, times to be there, etc.
 - d. Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home
 - e. Clarification of the purpose of the home visit, and the development of a clear plan
 - f. Discussion of what to do should the client or anyone else present a threat to the student
 - g. Provision of appropriate support and back up to the student; this might range from accompaniment by another worker or police officer to the availability of a telephone.

6. The college assumes no liability for the personal safety of students in the context of all educational activities on or off campus.

Background Checks, Health Clearances, and Drug Screening

Saint Joseph's College, including the social work program, does not require criminal background checks or drug panel screening/testing. Medical clearances may be required for admission according to College policy as requested through the Health Center. Neither record is required for admission into the field program. It is important to note some agencies (healthcare, schools, etc.) may have entry requirements that differ significantly from College requirements. It is also important to note that to become licensed as a social worker in the State of Maine, BSW graduates may be required to submit information beyond College requirements.

Many agencies restrict placement opportunities and will not consider an applicant that does not meet their standard for background checks, health clearances, or drug screening. The social work program will provide, where requested and to the extent possible, placement interviews that do not have entry requirements beyond the College standard. This may limit internship opportunities but the program is committed to upholding College standards and policy, and every effort will be made to support students who do not wish to be subject to such requirements.

Should a student choose to enter a field placement where such medical clearance and background check information is required, they can access a College-approved website to request that information at their own expense: <https://www.castlebranch.com> Students can contact the Field Director for technical assistance with this process.

Covid-19 and Student Field Placement

While the pandemic has left students, faculty, and field supervisors in a state of uncertainty, Saint Joseph's Social Work Program is committed to providing students with quality field placement opportunities under the safest conditions possible.

Students are required to follow any protocols in place at their field placement regarding social distancing, remote work, mask wearing, testing, vaccination, or quarantine due to close contact or positive Covid test. If a student is not able to meet the requirements set forth by their field placement, they must immediately contact Field Practice faculty and Field Placement Coordinator to make alternative arrangements.

If a field placement closes due to Covid, the student must contact the Field Practice faculty and Field Placement Coordinator to develop a plan with alternative learning opportunities to meet the accreditation standards of the social work program. The student will work with Field Placement Coordinator to adjust the student learning contract.

Curriculum Design for the Field Internship

The field internship for the on-campus and online BSW program includes an integrative seminar which meets for 2 hours and 45 minutes (3 credits). Junior BSW candidates have a 2 hour and 45-minute (3 credits) organization and community class corresponding with their internship requirement. It is possible for classes to be offered jointly to online and on-campus students, but usually the classes meet separately. All internships are conducted congruent with the field internship seminar courses. Seminars

are conducted in the Fall and Spring semesters. Junior field internship is offered in the Spring term only. Successful completion of junior internship is a prerequisite to the senior internship experience.

Evaluation Criteria for Student Performance in Field Internship

The field supervisor is responsible for assessing student competency at assigned intervals, generally at or near the end of each semester in which a student is in placement. Supervisors assess competency on a 1-5 Likert scale with a “not applicable” option (a score of 0). Evaluations are specific to class levels and are based on practice behaviors for that cohort.

The final grade for the internship course is determined by a combination of the classroom assessment and the field internship supervisor’s evaluation of the student in the agency. The field internship seminar instructor is ultimately responsible for assigning the actual grade for the course.

At the end of each of the ten sections that make up the evaluation, as well as at the end of the evaluation tool, students have an opportunity to provide qualitative feedback. Student participation is a valuable component and is vital to the learning process. Students are encouraged to submit feedback separately or in another format.

Learning Agreements, typically completed in the first two to three weeks of field internship seminar courses, are based on the evaluations and provide a valuable opportunity to structure student learning and develop plans to facilitate emerging competency in a context consistent with the evaluation.

Criteria for the Selection of Field Internship Agencies

The social work program applies the following criteria in the selection of field internship instruction settings:

1. Social work must be the principal function or recognized as an ancillary service (i.e. hospitals, mental health institutions, rehabilitation facilities).
2. The learning opportunities must provide for:
 - a. work with clients, families, groups, and/or communities
 - b. opportunities to use community resources
 - c. exposure to agency practice, personnel, and policy
3. Each student must have a regular place to work which is always available to the student and meets the student’s needs.
4. Students must not be isolated from other staff and they must have opportunities to meet and interact with other staff members, i.e., attending staff meetings.
5. Students should be offered the opportunity to attend workshops, conferences, i.e., within the regulations and restrictions of the agency.
6. Supervision at the agency must be provided by credentialed BSW and MSW professionals from CSWE accredited programs. Supervisors who have at least two years of post-MSW practice experience are preferred.

Agreements between the Field Internship Sites and the College

The social work program has formal affiliation agreements between field internship agencies and the College. These agreements, once signed, remain in effect in accordance with their specified terms.

Field internship Supervisors without a Professional Social Work Degree

If a supervisor does not have a professional social work degree, the same policies and procedures that assure the field internship has a social work focus are applied. When possible, an MSW affiliated with the agency can provide structured supervision to the student. If a field supervisor does not have a professional social work degree that person will become a task supervisor for the student and another MSW that is affiliated with the agency will be sought who can provide structured supervision to the student. The Field Director will initiate more frequent contact with the supervisor to ensure the student understands the uniqueness of a social work focus. It is acceptable for a supervisor's license to have been "grandfathered" by the State of Maine.

Admission to the Field Internship

Social workers must be strong advocates who can relate to people from various social, economic, cultural, and ethnic backgrounds, and who have skills and experience in building relationships. In keeping with this, the following criteria serve as a guideline for a student's own assessment of their capacity and readiness for social work education and for the field internship.

1. Emotional stability and maturity: A student should have the capacity to deal effectively with emotional stress both in themselves and in others.
2. Skills for relationship-building: A student should be able and willing to develop meaningful, ongoing professional relationships with other people.
3. Strong communication: A student should be able and willing to communicate their ideas and feelings effectively, orally and in writing.
4. Capacity to identify and deal with conflicting value assumptions: A student should be able to function effectively within a context of value conflict, having respect for the values of others even when they may differ from their own.
5. Academic ability and achievement: A student should possess good intellectual ability, including the capacity to think conceptually and critically.
6. Maturity of vocational choice: A student should understand what social work is and what is expected of a social worker; the student should also demonstrate a maturing interest in and commitment to the social work profession, its values and ethics.
7. Capacity for professional education: A student should assume increasing responsibility for their learning and be willing and ready to make use of educational experiences oriented toward participatory peer learning. This includes demonstrating initiative at the internships and being proactive whenever possible.

Ethical Behavior

In addition to the expectations listed above, social work students are expected to demonstrate professional behavior which reflects a commitment to the ethics of the social work profession. Behavior contrary to these ethics will be cause for review of the student's admission to the program or continued future in the program. Examples of behavior which would warrant such a review include derogatory oral and written statements towards other students, faculty, and/or persons from populations reflecting racial, ethnic, handicapped status, religious, socio-economic, gender, and sexual orientation differences.

Social workers connect with people from a variety of backgrounds and with a range of needs. It is crucial that social workers do not permit personal issues to interfere with their professional role, and that they have the emotional and psychological resources to render effective assistance to those in need. In instances where students demonstrate behaviors which suggest that their own difficulties are not

sufficiently resolved to be able to help and support others at this time, students may be denied admission to the program or, once admitted, may be asked to withdraw from the social work program.

Field Internship Placement Responsibilities

Student/Agency/College

Student Responsibilities:

1. Agency Assignments:
 - a. Students should be aware of their responsibilities in serving agency clientele in accordance with agency guidelines, goals, objectives, etc.
 - b. Students have the responsibility of expressing their learning needs to their field internship supervisor to meet the obligations of both school and agency.
 - c. Agenda items for supervisory meetings should be determined by both field internship supervisor and student. Students should actively prepare for supervision.
 - d. Students are to take the initiative to interact with co-workers and draw from their experiences.
 - e. Students need to ask for more challenging work if they are bored and, likewise, ask for further support and explanation if they are lost or overwhelmed.
2. Transportation
 - a. The student should consider transportation concerns and logistics when selecting an agency.
 - b. All students must provide their own transportation to and from the agency.
 - c. It must be understood that some agencies furnish transportation "on the job" while others require a student to have their own car and may or may not pay mileage.
3. Field Internship Placement Hours
 - a. The student will work out a suitable working schedule with the agency that meets the requirements of the agency, the student and the College.
 - b. Student will alert agency as to their progress and any time off based upon academic schedule that they need (will be going home for Christmas holidays).
4. Dress
 - a. The student is expected to dress according to the agency's dress code policy. If the student feels unable to comply with the code, the issue should be discussed with the field internship supervisor until resolved.
5. Confidentiality
 - a. The concept of confidentiality is an integral part of social work practice, and the student is expected never to discuss their clients and their issues outside the agency.
 - b. If the student uses client-related material in class, they must first secure the agency's permission and then carefully disguise it so no one can identify the client or others whose privacy might be breached. The field seminar is considered an extension of the internship and discussion of cases is expected. All confidentiality extends into that course.
 - c. Students will be signing a confidentiality agreement when they fill out their field application. The confidentiality agreement states:

As a student in the Social Work Program, I understand that the nature of field work, whether observation or practicum placement, is confidential. I therefore agree to the following:

- a. I will never reveal the identity of clients or provide any identifying information about clients or confidential program information under any circumstances, including discussions that take place for the purposes of education such as in practice and field seminar classes.*

- b. *I will never take client files or confidential program information outside of the agency/organization setting.*
- c. *I will only read client files or confidential program information given access to me by my field supervisor.*
- d. *I will notify the field supervisor of any previous relationship with a client, such as a friend, relative, or fellow student. I will never read such files.*
- e. *I will keep all client information and sensitive program data confidential during and after the field placement and during and after my Social Work Field Education experience. Further, I understand that a breach in confidentiality may constitute grounds for immediate termination from field placement, for denial of admission to the Social Work Program or Field Placement, and for disciplinary action in the Social Work Program.*
- 6. Self-Awareness
 - a. Students are to seek awareness of their own value system so that they can ascertain what effect their values have on relationships with other people and to explore their emotional and intellectual readiness for a career in the field internship of social work.
 - b. Value awareness can be accomplished both in the classroom and in the agency, but deliberate attempts will be made in classroom exercises to help implement this process.
- 7. Issues
 - a. If the student perceives issues in their placement, it is their responsibility to discuss the matter with the placement supervisor. If, after discussing the issue with the supervisor and agency the conflict cannot be resolved, the student and/or supervisor should contact the Field Internship Seminar Instructor.
 - b. The ultimate resolution should be mutually agreed upon by the student, the agency, and the school through a three-way conference when necessary.
- 8. Termination
 - a. Severance of contract with the agency may be initiated by student, agency, or College.
 - b. Termination must be planned as part of the social work process by asking the student to terminate contacts with clients, complete reports, etc., as the agency specifies.
- 9. Communication of expectations
 - a. Students will provide supervisor with copy of field internship syllabi and explain to them what assignments the student has this semester that are linked to the field internship site.

Agency Responsibilities

- 1. To assist in the selection of field internship work through interviews of students referred by the College.
- 2. To provide a workspace for the student, a desk, phone computer, keys and or ID that allows that access to the office space.
- 3. To establish goals and objectives commensurate for the beginning level, relative to student class level, of social work practice that takes into consideration the goals of both the agency and College; this is completed at least twice a year at the beginning and end of the semester.
- 4. To properly orient the new student to the agency, including the agency's historical development, mission, philosophy, policies, range of services, operating procedures, eligibility requirements, service area, financial and administrative structure, populations served, and linking to other services.
- 5. To introduce field internship students to other agency staff members, consultants, etc., and related community services.

6. To orient the student to agency expectations, student's function, and relationships to the community and other agencies.
7. To serve as a professional social work role model for students.
8. To provide the opportunity for the observation of agency staff members performing social work tasks.
9. To provide opportunities to attend staff and board meetings when possible.
10. To perform agency work which is meaningful to the student and is contributory to agency goals. "Busy work" is inappropriate (selection of workload should include consideration of student capacity, interests, background, and experience, and the goals of the program).
11. To provide opportunities to practice more than one method of social work when possible.
12. To provide a variety of meaningful direct and/or indirect service assignments that provide opportunity for the student to apply and integrate theoretical knowledge and to familiarize the student with a variety of intervention models.
13. To provide students with the necessary access they need to complete written and oral assignments for class including, if appropriate, case files, access to a client and/or family member (depending on age and mental acuity of the client), budgets, agency administrators, etc.
14. To provide regular weekly supervisory conferences of at least an hour that address the nature of supervision, give continuous feedback as to the student's performance, strengths, areas for growth, attitudes, work ethic, values, etc., as demonstrated in their field internship experience. Explain the purpose and process of recording where required, emphasize success in applying social work values, knowledge, and skills in field internship assignment, review of standards in assessment, competency, and practice behaviors, and review of process recordings, case presentations, and other documentation.
15. To participate in semester visits with the student and the field internship instructor. Field internship instructors will be recruited in strategic regional areas to meet with the student, consult with the seminar teacher, and attend the site visit with the student and supervisor present. If there is not a regional field internship instructor within 50 miles of the internship, a video conferencing option will be made available.
16. To attend the Field Internship Supervisor orientation when possible and when offered.
17. To conduct formal written evaluations with the student at the end of each semester, but prior to submitting the evaluation, provide specific information on the student's performance, measuring student progress against the learning contract developed at the beginning of the semester. This evaluation will be useful in determining final grades, employment references, and graduate school admission by College faculty.
18. To submit a formal evaluation to the appropriate faculty member by the due date.
19. To submit a written outline in the event of substandard performance; informing the student of steps to be taken to improve work quality should be discussed and a copy sent to the field supervisor.

College Responsibilities

1. To admit students into the program that have the academic ability and potential for emotional growth and maturation to complete the BSW program.
2. To provide the student with the academic base and theoretical knowledge necessary for their field internship placement experience.
3. To provide a Field Director who is responsible for coordinating College/Agency relationships to maintain a strong, beneficial relationship that results in maximizing the learning experience of the student.

4. To provide a weekly class that further helps integrate field internship work with classwork. It is expected in this class that confidentiality will be adhered to but that the class is also an extension of the internship.
5. To provide enough faculty time for planning and consulting with agency personnel and students.
6. To assume the final responsibility for grading the student's performance and granting or denying college credit for the semester.
7. To meet with the student and partner agencies to help determine internship locations.

Admission to the BSW Program

The social work program offers courses that are open to all undergraduate students. Some courses can fulfill requirements for a minor in the Social Services Profession or be taken as free electives.

Social work is a profession which requires individuals who can advocate, who are able to relate to people from various social, economic, cultural, and ethnic backgrounds and who have a broad-based experience in building helping relationships. These professional qualities indicate an academic program with goals that are unique to social work, requiring careful screening of applicants to ascertain potential for social work education.

Social work majors have a specific curriculum that follows the introductory course(s). On-campus and online students, including transfer students, may request evaluation for a possible program change at any time. Students are required to meet the admission standards of the program they seek. A formal review for suitability and continuance in the social work major is built into the Human Behavior and Social Environment I (SW 209) course. Successful progression through the continuance process is what constitutes admission into the BSW program.

The continuance process is made up of three parts. The first is an experience and course review where the student discusses what experience they have gained, including their community-based learning courses, social work and non-social work-related employment, and volunteer experiences.

The second component requires an essay which includes the following questions:

1. What prompted your interest in the profession?
2. What human rights or social justice issue do you feel passionate about?
3. What area of social work or what population are you currently interested in working?
4. What informed the choice of the population?
5. What do you consider to be your strengths that you will bring to the profession?
6. What do you consider to be your areas of growth that will need to be addressed so these items do not hinder your ability as a professional social worker?

The third component requires the student and teacher to compare and examine the following:

1. Emotional stability and maturity: A student should have the capacity to deal effectively with emotional stress both in themselves and in others.

2. Capacity for development of relationships: A student should be willing and able to develop meaningful, ongoing relationships with other people, and have the capacity for applying this to the development of professional relationships.
3. Capacity for communication: A student should be willing and able to communicate their ideas and feelings orally and in writing.
4. Capacity to identify and deal with conflicting value assumptions: A student should be able to function effectively within a context of value conflict, having respect for the values of others even when they may differ from their own.
5. Academic ability and achievement: A student should possess good intellectual ability, including the capacity to think conceptually. They should be making acceptable progress toward graduation (as defined in the "Saint Joseph's College Student Handbook"), and should have achieved (or expect to achieve, prior to enrolling in Social Work Internship I (SW 408) and the concurrent courses) grades of "B-" or higher in the Social Work Practice and with Individuals and Families and Social Work Practice with Groups and with Communities (SW 330 and SW 331). While in the field internship courses (SW 408 and SW 409), students are expected to achieve a B- or above in those courses, as well, and need a 2.5 overall GPA.
6. Maturity of vocational choice: A student should have a growing understanding of what social work is and of what is expected of a social worker and demonstrate a maturing interest in and commitment to the social work profession as partly reflected in volunteer service activities and/or part-time and summer work experience.
7. Capacity for professional education: A student should be assuming increasing responsibility for their learning and be willing and ready to make use of educational experiences oriented toward participatory peer learning.

The Application for Continuance is an ungraded assignment in the SW 209 course and is required prior to midterm in accordance with the course syllabus. Students are not permitted to continue in social work classes unless this process has been completed. The application process requires student self-reflection regarding their choice of social work as a major. It also helps students continue to develop and illuminate their specific interests within the profession. Once the application is completed, students schedule an appointment with their teacher to review the criteria for continuance in the BSW program. It may be necessary, under certain conditions, to complete the Application for Continuance process with the student's advisor or the Program Director.

At the end of the process, a recommendation for continuance will be made by the faculty (or in some cases the advisor, or Program Director). If a student struggles with any of the qualities under review, the program faculty can ask a student to slow their progress in the program until the area improves or stop the process altogether. In some instances, the student's choice of social work as a major will be explored further and, in some cases, students may be counseled out of the major. While these instances are limited and only occur occasionally, it is an important part of the program's contractual obligation to provide capable social work students to the field internship. If a student wishes to continue in the major despite the faculty recommendation, a formal Student Support and Review Committee review will be warranted. Some students may have additional criteria that apply which may or may not be under the purview of the social work program.

Transfer Students to the BSW Program

Saint Joseph's College of Maine has policies and procedures concerning the transfer of credits. In addition to Saint Joseph's College's transfer policies, the social work program requires all transfer

students to have their transcripts evaluated by the Program Director. In some cases, articulation agreements would have been established with the local community colleges identifying specific courses that can transfer into the social work major as well as courses in the Core General Education requirements. These are based upon a review of the community college course outlines and the compatibility with St. Joseph's College's courses. In no cases do they apply in social work other than introductory courses including Introduction to the Profession of Social Work (SW 101), and in some cases Human Behavior in the Social Environment I (SW 209) or Human Behavior in the Social Environment II (SW 208 (FORMERLY SW 310)) and Policy I (SW 402). Courses taken outside of Saint Joseph's College must meet the competencies and behaviors if the course is to be accepted. If the course does not meet the competencies and behaviors, the credits are accepted but the course is not accepted. In all cases, courses transferred from other institutions are reviewed by the Program Director for equivalency.

Students who transfer from non-accredited social work programs will have credit granted after a careful individual review by the Program Director, which may involve contact with the program of origin or CSWE. The transfer student must provide course syllabi and have earned a grade of "C" or better. Furthermore, no credit will be granted for practice sequence courses (SW 330, SW 330L, SW 331, and SW 332), field internship courses (SW 408 and SW 409), and finally Senior Seminar (SO/SW 406). These courses must be completed at Saint Joseph's College.

Students who transfer from CSWE accredited programs will be subject to an individual record review by the Program Director. A minimum grade of "C" must have been earned, and course content in the potentially transferable courses must be similar to those at Saint Joseph's College of Maine. All transfer students will submit their applications including transcripts through the admissions office. An admissions counselor is assigned specifically to transfer students. If the student meets transfer requirements of a GPA not less than 2.30 they will be considered for the program. The 2.30 is the minimum GPA necessary at point of transfer to calculate a 2.5 upon graduation. Once the students meet the admission criteria, their transfer credits will be evaluated twice, first for core requirements and again by the Program Director. At times students may need to produce syllabi for credit to be granted for the goals of classes. The goal of this process is to help students retain the highest amount of credits possible.

Online Curriculum Chart Social Work			
Major Requirements:			Credits
	SW 101	Introduction to the Social Work Profession	3.0
	SW 329	Writing for the Social Work Profession	3
	SW 209	Human Behavior and the Social Environment macro	3
	SW 207	Brain Processes and Social Work	3
	SW 208	Human Behavior and the Social Environment micro	3
	SW330	Social Work Practice with Individuals and Families	3
	SW330L	Social Work Practice with Individuals and Families Lab	1
	SW 332	Social Work Practice with Organizations and Communities	3
	SW 331	Social Work Practice with Groups	3
	SW 402	Social Welfare and Policy & Services I	3
	SW 403	Social Welfare and Policy and Services II	3
	SW 406	Integrative Senior Seminar	3
	SW 408	Social Work Field Practicum I	6
	SW 409	Social Work Field Practicum II	6
		Total:	
			46.0
Requirements Outside Major:			
	SO 201	Principles of Sociology	3.0
	SO/SW 210 or CJ 210	Quantitative Research	5.0
	SO/SW 211 or CJ 211	Qualitative Research	3.0
	PY 101	Introduction to Psychology	4.0

On-Campus Minor: The Social Service Profession		
Course	Title	Credits
SW 101	Introduction to the Profession of Social Work	3
SW 329	Writing for the Profession of Social Work	3
SW 209	Human Behavior and the Social Environment I	3
SW 330	Social Work Practice with Individuals and Families	3
SW 330L	Social Work Practice with Individuals and Families Lab	1
SW 332	Social Work Practice with Communities	3
	Sociology Elective	4
	Total	20

Online Minor: The Social Service Profession		
Course	Title	Credits
SW 101	Introduction to the Profession of Social Work	3
SW 329	Writing for the Profession of Social Work	3
SW 209	Human Behavior and the Social Environment I	3
SW 330	Social Work Practice with Individuals and Families	3
SW 330L	Social Work Practice with Individuals and Families Lab	1
SW 332	Social Work Practice with Communities	3
SW 402	Social Welfare and Policies II	3
	Total	19

Social Work Organizations

Mindful Monks (Social Work Society)

The Social Work Society was established at Saint Joseph's College in 2016. The SWS provides the undergraduate social work student with an additional opportunity for learning in such areas as leadership, organization skills, policy, and decision-making, as well as providing a sense of community among students in the social work program. Meetings for the SWS are held monthly and posted in the Heffernan Hall.

Phi Alpha Social Work Honor Society

Phi Alpha Honor Society is an international honor society for social work students. The honor society has been represented at Saint Joseph's College by the Chi Ro Chapter since 2018. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. (www.phialpha.org) Membership in Phi Alpha is by invitation only. Invitations are extended to students who meet the following criteria:

Undergraduate students shall be enrolled in the institution represented by the chapter, have declared a major in social work, have completed 9 semester hours of required social work courses and rank in the top 35% of their class.

Professional Organizations

Membership in professional organizations is an important benchmark of a professional social work identity. Professional organizations are perhaps the most important vehicle for the self-regulation and advancement of the profession, and membership is a source of access to collaboration and consultation with colleagues, continuing education, the intellectual fabric of social work practice and the social fabric of ethical practice. The importance of collegial relationships established through membership in professional organizations cannot be overstated for social work practice in a rural state and region.

Student Policies

Student Advising

All students are assigned an advisor upon entry to the program. On-campus students have a social work faculty assigned to them and online students assigned a professional advisor; both on campus and online personnel are specifically trained in the social work curriculum. Student advising provides a planned and purposeful administrative and academic process to guide students through the various aspects of the social work program.

Social work faculty often meet with students on an informal drop-in basis and are available to online students during office hours the same way they are available to on-campus students. However, students

are expected to relate to their advisor in a professional manner. Therefore, students are expected to initiate pre-planned appointments which will assure an ample amount of advising time. Pre-planned appointments will enable the advisor to prepare for the time, assuring that the process will be maximized to the student's interests and concerns. Appointments for advising should be made directly with the advisor. If the advisor is unavailable, the student should contact the Program Director.

Assessment Component

To assure continuity and continued excellence of the social work program, the faculty and administration utilize a series of outcome measurements. The outcome measurements are used at the program level to evaluate and refine curriculum. They are shared in aggregate form at the College level and with the Council on Social Work Education for accreditation purposes. The measurement results, as they pertain to individual students, are not used in any way to determine a grade or status in the program. Participation in program assessment activities is required of all students. Requests for exceptions must be made to the Program Director.

The program outcomes model uses two measurements. Field internship supervisors contribute the Professional Assessment component using the field internship evaluation as the data collection tool. Faculty Assessment is administered through BrightSpace and gathers scores from faculty in a matrix designed to address the CSWE-level behaviors in various tagged assignments or assignment components.

Saint Joseph's College Student Handbook

There is a Saint Joseph's College Student Handbook available for all on-campus and online student handbook as well (two similar but separate documents). Both handbooks are available online. Students in the BSW program must adhere to policies contained in the Saint Joseph's College Student Handbook, as well as the Undergraduate Catalogs as appropriate.

Academic Dishonesty Policy

All members of the Saint Joseph's College community are expected to adhere to the principles of academic honesty central to the College's mission. Plagiarism, collusion, falsifying the results of one's research, cheating on examinations, and any form of misrepresenting one's own work, or collaborating in the misrepresentation of another's work, are contrary to the traditions and goals of the institution. Instances of academic dishonesty are subject to disciplinary action and/or academic sanctions.

Students are expected to cite any sources upon which their work is based using bibliographical lists, footnotes, endnotes, and the like. All uses made of the content, style conceptualization, organization methods, and factual materials of others, or of other work produced must also be documented.

As an educational institution, the primary goals regarding plagiarism are to help students understand the ethics of information in today's world and to give them the tools and knowledge they need to remain academically honest. Faculty may use plagiarism detection services, such as Turnitin.com, to help identify potential plagiarism in students' written work.

Grading and Grade Appeals

Consistent with the College, the social work program assigns letter grades as the final evaluation for course work in the program. Each professor is obligated to indicate in course syllabi the method to be used to determine grades. It will be helpful to review this section of the course syllabi. The general guideline for use of the letter grade system is as follows:

Undergraduate		
Letter Equivalent	Quality Grade	Numerical Points
A	4.0	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3.0	83-87
B-	2.7	80-82
C+	2.3	78-79
C	2.0	73-77
C-	1.7	70-72
D+	1.3	68-69
D	1.0	63-67
D-	.70	60-62
F	0.00	Below 60

Grade Appeal Process

Students are encouraged to resolve any discrepancy in the course grade with the instructor. If resolution is not reached:

1. Students must submit the Student Request for Review of Grade form and supporting documentation to the appropriate program director within 30 days after the date recorded on the student's grade report.
2. The Program Director will render a judgment and inform the parties within 30 days.
3. If the student informs the Program Director within 15 days that the decision is not accepted, a Request for Review and supporting documentation must be submitted to VP of Academic Affairs.
4. Within 15 days the VP of Academic Affairs will render a judgment that is final, and the decision is filed and conveyed to the parties.

Dismissal from the program

Following admission to the program, the primary emphasis will be on helping students to grow in their capabilities to fulfill professional responsibilities. Students dismissed from the program due to academic failure may choose to reapply for admission during a subsequent admission period or may appeal the decision according to Saint Joseph's College policy. A student dismissed because of a Student Support and Review committee decision has the right to appeal using a process contained in that policy.

BSW students are required to earn a grade of B- (2.70) in senior field internship courses which include Field Internship I (SW 408), and Field Internship II (SW 409). Undergraduate students must earn a grade of "B-" (2.70) or better in practice area courses which include Social Work Practice with Groups (SW 331), Social Work Practice with Individuals and Families (SW 330), Social Work Practice with Individuals and Families Lab (SW 330 L), and Social Work Practice with Communities (SW 332).

BSW Substandard Academic Performance

This refers to continual or consistently below average performance in courses chosen for study. The student should maintain at least a 2.5 grade point average during their study with the social work program. A 2.5 grade point average in the social work major is required for graduation.

Failure in Field Internship Instruction

If a student does not pass a field internship with two attempts, they are subject to dismissal from the BSW program.

Gross Maladaptation to the Educational Process for the Social Work Profession

A student's behavior and attitudes in the structured classroom or field internship instruction may indicate that they have little or no interest in a commitment to the values of social work. A basic requirement for the social work major is an interest in social work and its role in society. Further, as the student grows, they are expected to develop a commitment to the goals of the profession. The social work program welcomes a diversity of ideas and opinions, but the student is to learn about various approaches to issues from the social work perspective. Students are also expected to adhere to the National Association of Social Workers Code of Ethics for Social Work Practice (provided in the Appendix).

Personal Issues

A student may have personal issues significantly and consistently preventing them from functioning effectively in the field internship. When questions or concerns arise regarding student performance and/or behavior in field internship placement the following process will begin:

1. The student will meet with the Field Internship Seminar instructor to explore the issues. In most cases, the Field Internship Instructor will advise the student to explore these issues in detail with the field internship supervisor and will make suggestions for the student to improve their performance or address the deficiencies discussed.
2. If resolution at this point is unsuccessful, the student will meet with the field internship instructor and the director. The faculty will then speak with the field internship supervisor to gain clarification of the issues and to determine the validity of the field internship supervisor's assessment of the student's deficiencies.
3. If resolution is still unsuccessful, the field internship instructor and director will meet with the field Internship supervisor and student to determine the student's suitability for continued field internship work. If it is determined that the field internship supervisor does not have a sufficient reason for the student's termination from the field internship, the student will have an opportunity to begin another field internship.

The student may be encouraged to seek counseling through the Counseling Services office on-campus, or through private professional sources. At any point in this process, a referral for review by the Student Support and Review committee may be submitted. If the above informal attempt at resolution is unsuccessful, if the issues in question are significant such that a student's suitability for field internship is in question, or if there has been dangerous or egregious behavior, a formal student review is warranted. The Student Support and Review policy is included in the Appendix.

Records and Confidentiality

All student records are confidential but are routinely available to the social work program's faculty, administrators, and staff and those on-campus who need information to help the students. According to the Family Educational Rights and Privacy Act of 1974, students and graduates are entitled access to records which pertain to them alone. If a student desires to see their student record, the student submits a written request to the social work program director. The specific record to be reviewed should be requested five business days in advance of the time to see the material. Students will be asked to sign a FERPA release for some information to go to the student's field internship supervisor when in internship.

