

EXAMPLE

The University of Akron
College of Health Professions
School of Social Work
Course Number 7750:422 (2 credits)
Course Name Field Experience Seminar II (Seminar)



Instructor:	<i>First Name Last Name</i>	Year/Term:	<i>Semester #####</i>
Office:	<i>By Appointment</i>	Phone:	330-972-5974
Email:	<i>Your email</i>	Office Hours:	<i>Your office hours EST</i>
This is a hybrid course- combination of in class and on-line experience. Note Schedule. First meeting always in the classroom. See Course Calendar Topic Breakdown & Assignments			

Course Information

Course Description, Prerequisites, & Rationale

Field Experience Seminar II is a required core course in the BA |BASW curriculum. It is the second of two seminars taken concurrently with, and are co-requisites to, the field experience. Field Seminar II (7750:422) is a co-requisite for Field Experience: Social Agency II (7750:494). These courses were designed to be taken together. If a student fails EITHER seminar OR field, BOTH courses must be repeated. Please be attentive to this requirement.

This seminar emphasizes the development of student's capacities to conceptualize clearly, concisely, and constructively as well as to articulate these abilities orally and in writing.

Course Overview

This is a hybrid course that will meet 50% online and 50% face-to-face. You will have numerous opportunities to participate in class discussions; however, all assignments will be submitted online via Springboard. You may also be required to participate in online discussion forums. Rubrics and/or specific grading criteria will also be posted in Springboard. You need to locate and understand all instructions, follow through on all assignments, and stay on track with due dates. It is very important for you to log into Springboard often to find the latest updates for class.

This course is supported by The University of Akron's learning management system called Springboard. If you are new to Springboard, you can view the Student Springboard Training in the Course Orientation module in our online classroom.

This seminar is designed to assist students to synthesize and apply classroom knowledge in ethics, human behavior, social policy, research, and social work practice to field experiences and

assignments, thus integrating academic and experiential learning for generalist social work practice. This seminar helps students examine how social work theory, research, licensure, and case presentation may be applied to various agency settings and client populations.

Course Objectives

At the end of this course, successful students will be able to:

To identify, understand, critically analyze, integrate, and apply material from the social, biological, and behavioral sciences that are the basis for the ecological approach to social work practice.

Required Texts and Materials

Ward, K. & Mama, S. (2016). *Breaking out of the box adventure-based field instruction* (3rd Ed.). Chicago, IL: Lyceum Books, Inc.

This textbook is used for both Seminar I and II courses. It should only be purchased once.

Additional Resources

Websites

All Psych Online –The Virtual Psychology classroom www.allpsych.com

Assistant Secretary of Planning and Evaluation www.aspe.hhs.gov

British Broadcasting Corporation www.bbc.co.uk

Center for Law and Social Policy www.clasp.org

Children’s Defense Fund www.childrensdefense.org

Council on Social Work Education www.cswe.org

Institute on Race and Poverty www.irpumn.org

My Child Welfare Librarian info@childwelfare.gov

National Association of Social Workers www.socialworkers.org

National Gay & Lesbian Task Force www.thetaskforce.org

National Women’s Law Center www.nwlc.org

New York Times www.nytimes.com

Social Security Administration www.socialsecurity.gov

State of Ohio www.ohio.gov

The New Social Worker Online- www.socialworker.com

The University of Akron Plagiarism and Academic Integrity

<http://ul.uakron.edu/depts/tt/plagiarism/>

White House www.whitehouse.gov

U.S. Dept of Health & Human Services www.hhs.gov

United States Government www.usa.gov

Journals

- Child and Family Social Work
- Field Scholar

- Journal of Social Work
- Journal of Social Work Values and Ethics
- Clinical Social Work Journal
- Journal of Global Social Work Practice
- Child and Adolescent Social Work Journal
- The British Journal of Social Work
- Journal of Sociology and Social Welfare
- Social Policy
- Social Security Bulletin and Human Needs (for statistics)
- Social Service Review

Students should peruse the Encyclopedia of Social Work for articles on related topics such as poverty, child welfare, family and children's services, social policy, etc. These sources provide a beginning place for your search.

Instructor Contact and Reply Policy

The preferred method of communication is through email if inquiry is private in nature. Otherwise, use the message boards in the Discussion- Question and Answer forum providing an opportunity for the entire class to learn from all the questions and answers. Each student can expect a 24 hour response to e-mails and message boards for a weekday, and 48 hours for a weekend or over a holiday. Assignments will be completed within 14 days of submission. In the unlikely event that you are unable to reach your instructor based on the guidelines outlined using the above contact and expected response time, please contact the School of Social Work's School Director, Dr. Timothy McCarragher for this course via email at mccarra@uakron.edu or via phone at 330.972.5976.

Learning in the Online Environment

Etiquette

Online etiquette, sometimes called Netiquette, takes special attention because it lacks the visual cues that we rely on to give meaning to communication.

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that no one would be offended; then post the statement. Humor and sarcasm may easily be misinterpreted, so try to be as matter-of-fact and professional as possible.
2. **Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences focused and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement.

3. **Read first and write later.** It is important to read all posts or comments before personally commenting to prevent repeating commentary or asking questions that have already been answered.
4. **Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
5. **An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructor is as important online as it is in the classroom.
6. **The language of the Internet.** Do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful to convey nonverbal feelings (example: :-) or :- (), but avoid overusing them.
7. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.
8. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic or insensitive material is forbidden.

Required Technologies and Technology Skills

You must have access to a computer capable of handling Springboard (including uploading papers, possibly streaming listening excerpts, and possibly taking quizzes).

To succeed in this course, you should be able to:

1. Use a mouse or keyboard to navigate online content.
2. Type information for coursework.
3. Create documents, spreadsheets, and presentations.
4. Open, minimize, and close computer applications.
5. Participate in online discussion boards.
6. Participate in online chat rooms.
7. Identify, open, and create common file formats such as .doc or .docx, .pdf, and .txt.
8. Use appropriate plug-ins when required.

Evaluation and Assessment

Grading Scale

This is the default scale used in Springboard.

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%

B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	BELOW 60%

Breakdown of Final Grade

Description	Points	Percentage of Final Grade
Class Attendance*	10	10%
Class Participation	10	10%
On-line Chapter Assignments	20	20%
Journal Log Set (4)*	40	40%
Case Presentation	20	20%
TOTAL	100	100%

* Note: This is a hybrid course and timely submission of assignments count as attendance

** Each Journal Set is worth 10 points

Assessments

Class Attendance 10%- 10 points

This is a hybrid course. Seven (7) of the fifteen (15) class Weeks will be completed online using UA's Learning Management system- Springboard and the remainder eight (8) classes will take place in a traditional classroom setting. Students are expected to attend all classes and notify the Instructor (*via email*) if he/she will be absent. Absences and tardiness will impact grade.

- Tardiness three (3) times to traditional class = 1 absence;
- Three (3) absences from attendance in traditional class = failure to pass course and referral to school director.
- Note: failure to pass Seminar = an automatic repeat of your Field education experience (practicum/field placement). Seminar course & your field experience will need to be repeated.

Class Participation 10%- 10 points

Class Participation is required. Constructive class participation includes asking and responding to questions, participating in class discussions-all of which reflects the student's ongoing readings and demonstrating respect for the views and questions of other students.

Students are expected to be actively involved in class discussions and to share with other students their field experiences. Specific content themes include:

4.3.17

1. Each student's field agency, its organizational structure, policies, programs and staff, and how these components affect practice.
2. Student's field assignments, including analysis of cases, alternative strategies and exploration of opportunities for change to enhance service delivery and reduce social injustice.
3. Each student's growth in self-awareness and professional use of self.

Grading Criteria for Attendance and Participation (Remember – submission of online assignments on scheduled due dates count as attendance. Lack of submission of assignments count as an absence.)

A= Regular and active contributions to class discussions of a quality that enhances one's own and others' learning. Thoughtful, interactive contributions to class discussions are important for knowledge building. Critical analysis of ideas often requires debate. However, monopolizing discussions, insistence on unexamined opinions or any disrespectful class conduct, have a negative impact on the learning process. Prompt arrival and consistent attendance are demonstrated.

B= Occasional contributions to class discussions of a quality that contribute to one's own and other's learning in the seminar. Avoidance of negative contributions as described above. Prompt arrival and consistent attendance are demonstrated.

C= Regular and active contributions to class discussions with the effect of contributing to at least one's own learning. Avoidance of negative contributions as described above. Prompt arrival and consistent attendance are demonstrated.

D= Negligible contributions either in quality or quantity to class discussions and/or frequent absences/lateness from class.

F= Frequent absences from class, or lateness, and lack of participation.

On-line Assignments 20%- 20 points

The course requires completion of textbook reading along with on-line assignments for each chapter noted in the schedule. All assignments in this category are required to be submitted through Springboard's Assignments. Assignments will not be accepted outside of this learning management system. Chapters 7, 8, 9, 11, 13, & 15 are worth 2 points and Chapters 10 & 14 are worth 4 points each for a total of 20 points.

All assignments are due on the date specified, unless noted differently on [Course Calendar | Topic Breakdown & Assignments](#); otherwise loss of one grade *per each day late* will occur.

Students will electronically complete and submit instructor assigned chapter assignments. No assignments will be accepted via email, only via Springboard.

All Springboard assignments are due by 11:00 p.m. on the scheduled submission date. All assignments are due on the date specified; otherwise loss of one grade *per each day late* will occur.

Grading Criteria for On-line Assignments

(Both written and presented in class)

A= Written material/oral presentation reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment completely and fully. Correct grammar, spelling, and punctuation are utilized. Material should reflect a creative and critical analysis of the content.

B= Written material/oral presentation reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully, and a few dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects a moderate creative and critical analysis.

C= Written material/oral presentation reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully while others are dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects no creative or critical analysis of the content.

D= Written material/oral presentation reflects, in part, the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment in a superficial manner. Correct grammar, spelling, and punctuation are not utilized. Material reflects a descriptive presentation of content.

F= Assignments are not completed and guidelines are not followed.

A. Journal Record 40% 40 points

- a. Journal Set #1 (10%)- 10 points
- b. Journal Set #2 (10%)- 10 points
- c. Journal Set #3 (10%)- 10 points
- d. Journal Set #4 (10%) -10 points

Each student is required to keep a journal record documenting your analysis of your learning in the field; this includes your perceptions, impressions, feelings, and critical analysis of your work. The log is aimed at helping you to integrate learning in field with knowledge gained from other courses you have taken in the social work program. Submission of the journals will be required on specific dates throughout the duration of the course. Journals will be submitted using the learning management system of the university known as **Springboard**.

Electronically submit your assignments via Assignments, a tab on the top of the page. Your assignment will be graded and returned to you via the Assignments category.

Journals are due in Springboard by 11:00 p.m. on the scheduled submission date. All assignments are due on the date specified; otherwise loss of one grade *per each day late* will occur.

Submission of the journal logs are based on the following requirements:

1. Write entries on a regular basis throughout the semester.
2. Note full bibliographic references when appropriate, for your own reference purposes and those of the instructor. Include them in the text. Use APA style.
3. Journal record must be submitted using Microsoft Word. *It is not the instructor's responsibility to identify a way to open your document.*
4. Number your pages. Journals are to be a minimum of one page per week and a maximum of five pages per week.
5. Grading will take into account: following directions, caliber of content, spelling/grammar/punctuation, and organization.

The seminar instructor's review of your journal will take the form of feedback left with your assignment. ***Your entries will be assessed on your ability to critically analyze your experiences-not regurgitate your day.*** Please remember that in writing your entries, confidentiality must be maintained. Do not use actual names of clients, other professionals, or anyone else you may write about. Journals do not need to be shared with your field instructor and/or any other agency personnel.

Journal Record Submission Schedule via Springboard

Four Sets

Journal Set #1 includes Weeks 2 & 3	<i>Due</i> Instructor places date here
Journal Set #2 includes Weeks 4 & 5	<i>Due</i> Instructor places date here
Journal Set #3 includes Weeks 6 & 7	<i>Due</i> Instructor places date here
Journal Set #4 includes Weeks 8 & 9	<i>Due</i> Instructor places date here

You will lose one letter grade per day for late submissions. **Journals are required to be in Springboard by 11:00 p.m. on the scheduled submission date.** Journals do not need to be shared with your field instructor and/or other agency personnel. Journal entries should be written in narrative, summary form. Journals will not be accepted via e-mail, only via Springboard.

JOURNAL RECORD FORMAT REQUIRED: *(A blank journal is located on Springboard and is also on the social work website. Please do not use below document.)*

Student Name

Legal Agency Name

Field Instructor name @ field placement (name/title):

Task Supervisor, if applicable (name/title):

Faculty Field Liaison:

Journal Record Set# # *(identify which log set submitted- example Journal Set #1 includes Week #2 & Week #3)*

Date/Week # *(identify the week you are writing about – example, week of January 16th)*

Section I: What did you do this week?

4.3.17

Provide specific examples of Engagement, Assessment, Intervention, & Evaluation (the foundational skills of the social work profession)

Section II: What did you learn this week?

Describe what you would have done differently? Why?

When thinking about how to answer this question, think about two areas: (1) the knowledge you gained and (2) the skill you learned.

Section III: Describe the process that occurred resulting in learning or not learning.

Section IV: Describe your supervisory experience.

Provide a list of the agenda items submitted to task supervisor and/or field instructor for weekly supervision. **How did the conversation in supervision support your skill development?**

(When thinking about how to answer this, keep in mind: *Weekly supervision is a requirement of participation in your field education experience. If you are not receiving weekly supervision, please inform your field instructor and/or your faculty field liaison. Supervision is a non-negotiable as an emerging social worker.*)

Section V: Emerging Systems Perspective

Insert here the wording of your field agency's mission statement. The mission statement should remain here to revisit and remind you of the purpose underlying decision within your organization.

- a. *Identify and describe how various systems in your field experience worked **effectively** to support the mission of the agency **or***
- b. *Identify and describe how various systems in your field experience worked **ineffectively**.*

Grading Criteria for Journals

A= Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment completely and fully. Correct grammar, spelling, and punctuation are utilized. Material should reflect a creative and critical analysis of the content.

B= Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully, and a few dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects a moderate creative and critical analysis.

C= Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully while others are dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects no creative or critical analysis of the content.

D= Written material reflects, in part, the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment in a superficial manner. Correct grammar, spelling, and punctuation are not utilized. Material reflects a descriptive presentation of content.

F= Assignments are not completed and guidelines are not followed.

Case Presentation 20% - 20 points

This exercise provides students an opportunity to reflect on their practice as developing generalist practitioners. Students will have an opportunity to describe the integration of their knowledge and skill acquisition into their practice by analyzing one specific client or client system. This presentation will build on the agency presentation from Seminar I by integrating how the roles and responsibilities in their agency setting impacts on their practice.

Each student will receive an individual grade for his/her performance. Every student will be assigned part of a class period in which he/she will make a case presentation, take responsibility for leading the discussion of the case, and deal with questions generated by the presentation. Each oral presentation will be 20 minutes in length and supported by a detailed written account of the outline points presented to instructor prior to actual presentation.

Points will be deducted if:

- *Student does not present through a Power Point slide presentation,*
- *Student does not provide a written, detailed outline via Assignments to the instructor one day prior to the scheduled presentation,*
- *Student does not cover all areas of the outline, or*
- *Student goes over their 20 minute allocation.*

Handout materials and visit to the agency web-site are encouraged to be included in your presentation.

(See Grading Rubric distributed by Instructor)

The outline for the Case Presentation should include detailed responses to the following four sections:

Section I

1. Identify the legal name of the agency
2. Describe the agency staffing, its programs, services, and funding sources;
3. Describe the client/family* in terms of :
 - a. Composition,
 - b. Age,
 - c. Gender,
 - d. Ethnicity/cultural membership,
 - e. Religious affiliation/spiritual orientation,
 - f. Educational level(s) of family members,
 - g. Economic status of individual/family members, and
 - h. Other pertinent demographics.

*(*Note: Client/client system can also be a group and/or community. If the student chooses this avenue, describe this item and all the following from the perspective of the group and/or community i.e. The group I worked with this semester was primarily composed of...)*

Section II

4. Describe the client's presenting problem;
5. Provide your assessment of the client's situation, including the intrapersonal,

interpersonal, environmental and human diversity factors that impact the situation both positively and negatively. Be sure to balance strengths with challenges;

6. Detail briefly the contract which was negotiated, including tasks and goals; the social work roles, skills, techniques and other intervention strategies utilized to accomplish the contracted goals;
7. Present an excerpt from your work with this client system which illustrates some of the social work roles, skills, techniques, and other intervention strategies utilized to accomplish the contracted goals;
8. Describe the intervention outcomes as a result of your work as the helper;

Section III

9. Identify the types of knowledge you utilized in working with this client system i.e. *knowledge of social work ethics, human growth and development, human diversity, social policy, practice principles, and/or research.*
10. Identify some of the challenges you encountered in working with this client system (i.e. *value conflicts, boundary issues, gaps in your knowledge base, lack of or poorly applied skills, client readiness for change, client motivation, client resistance, inadequate data collection, intra-agency communication difficulties, agency restrictions on services or other policy issues, lack of resources, lack of cooperation from other relevant systems*);
11. Describe your strengths used to assist you in your developing practice;
12. Describe your skill challenge that you discovered that requires further development;
13. Upon thinking about how you provided a service to this client, describe what you would do differently, in the future as a helper.

Section IV

14. Identify a scholarly article relevant to your case presentation.
15. Provide highlights of article into presentation.
16. Submit to instructor a copy of the article with your detailed outline.

Grading Criteria for Case Presentation

A= Oral presentation /written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment completely and fully. Correct grammar, spelling, and punctuation are utilized. Material should reflect a creative and critical analysis of the content.

B= Oral presentation/ Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully, and a few dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects a moderate creative and critical analysis.

C= Oral presentation/ Written material reflects the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects of the assignment, with most aspects covered completely and fully while others are dealt with superficially. Correct grammar, spelling, and punctuation is utilized. Material reflects no creative or critical analysis of the content.

D= Oral presentation/ Written material reflects, in part, the thinking through of ideas, synthesizing them, and then presenting them in a persuasive and coherent form. Written material deals with all aspects

of the assignment in a superficial manner. Correct grammar, spelling, and punctuation are not utilized. Material reflects a descriptive presentation of content.

F= Oral presentation/ Written material not completed and guidelines are not followed.

Course Policies

Participation

As a college student, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. Online courses make it possible to manage your learning around these other roles, but you must carefully plan your education to make this work.

You are expected to participate in this course as follows:

- You must review all course content posted to the Content tab in Springboard unless that content is clearly labeled as optional.
- You must login to this course at least 3 times per week throughout the week to check for new content and new discussion posts. Additional access may be required in order to meet course due dates and to complete all required learning activities.
- You must read all Announcements items posted on the course home page.
- You must read all posts to the course discussion in Springboard. You are responsible for all information posted to the course discussions.
- You are responsible for completing and submitting all assignments to the course drop box before the due date. You are responsible for clearly labeling your papers so I can identify your submission. For example, use your first and last name in the filename along with the assignment number. You are also responsible for submitting files in a format that I am able to open such as .doc, .docx, .pdf, .ppt, pptx, or .txt. Note that the University provides a Google Apps account to all students, and you can use Google Apps to create files in these file types.
- You are responsible for maintaining copies of your work and verifying that your Assignments submission has been received. You will receive an email confirmation when you submit assignments. You will be also able to track your submissions in Springboard.
- You are responsible for completing all quizzes and exams before the due date.
- Technical challenges are not an acceptable excuse for missing deadlines. You must ensure that you have access to a working computer at all times. Please do not wait until the deadline to submit assignments. If you do experience any technical issues, please contact the I.T. Help Desk and ensure that the issue is tracked though the Footprints ticketing system.

If you have any questions or concerns about any of the assignments or your performance, please contact me immediately. Do not wait until the assignment is due or until your performance cannot be rectified.

Attendance Policy

Logging into an online class without active participation is NOT considered attendance in an online | hybrid course. Responsible attendance means that you will plan your schedule so that you can meet course participation requirements and manage your time so that you can complete your assignments on or before the date they are due. The tentative course calendar will be posted in Springboard. If the calendar needs to be changed for any reason during the course, written notice will be provided. Examples of active participation might include submitting an assignment, participating in a student-student class discussion, or interaction with faculty by phone, email or in person. For reporting purposes, your attendance will be recorded as the last time you actively participated.

Other Policies

You will lose one letter grade per day for late submissions. The “week” begins on Monday. All assignments are due by Sunday, 11:00 p.m. Eastern Standard Time (EST) in the Assignments area.

University Resources and Student Services

Student services staff members are consistently on hand to guide, advise, and assist you. A comprehensive website with detailed contact information is available from the “Student Services” tab in your online course. I encourage you to make yourself aware of all student services, especially those listed below.

Accessibility

Pursuant to University policy #33-59-20-01 subsection C, The University of Akron recognizes its responsibility for creating an institutional atmosphere in which students with disabilities have the opportunity to be successful. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the [Office of Accessibility](#) at 330-972-7928 (v), 330-972-5764 (tdd) or access@uakron.edu. The office is located in Simmons Hall Room 105.

Technical Support

If you have technical questions or require technical assistance, we encourage you to review the variety of methods for obtaining support. You can contact the I.T. Help Desk directly at 330-972-6888 or support@uakron.edu.

Academic Support

The University of Akron provides both on ground and online help with writing and other content areas. More information is available on the Student Services tab in Springboard.

Onsite Tutoring in Writing: The Writing Commons, Writing Lab, and Writing Center

The University of Akron provides free tutoring in writing to currently enrolled students at [two main campus locations](#) as well as [Wayne College](#).

Onsite Tutoring in Other Content Areas

The University of Akron provides free tutoring in many subject areas [on main campus](#) and [at Wayne College](#).

eTutoring

The University of Akron also offers online tutoring, called eTutoring, which is provided through the Ohio eTutoring Collaborative. Students at The University of Akron have access to online tutoring in Writing, Accounting, Chemistry, Math (through Calculus II), and Statistics. The Online Writing Lab allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive your work back with a tutor's comments in approximately 24 to 48 hours. You may submit up to three drafts per paper. eChat will allow you to meet with a tutor in one-on-one tutoring Weeks via a fully interactive, virtual online environment. Offline questions will allow you to leave a specific question for an eTutor, who will respond within 48 hours (but usually sooner). [Select this link to learn more about eTutoring services](#).

University Libraries: Academic Integrity

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from your instructor if necessary. The University of Akron, University Libraries web site is an excellent source to help you, the student, understand plagiarism and how to avoid it. [Select this link to learn more about how to avoid plagiarism](#).

Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work, when not part of a group activity.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.
- Submitting the same assignment in two different classes.
- Uploading course documents to a crowd-sourcing site where other students can download them, or sharing course documents in any other way.

If a faculty member suspects that a student has violated the Academic Misconduct provision in the Code of Student Conduct, the faculty member will follow the procedure outlined in Section J of the Code of Student Conduct. More information is available at the website of the Department of Student Conduct and Community Standards.

University Policies

Department of Student Conduct and Community Standards

Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity, and achieving success toward educational objectives, requires high standards of academic integrity. The [Code of Student Conduct](#) applies to all undergraduate and graduate students at The University of Akron.

Sexual Harassment Statement

The University of Akron is committed to providing an environment free of all forms of discrimination, including sexual violence and sexual harassment. This includes instances of attempted and/or completed sexual assault, domestic and dating violence, gender-based stalking, and sexual harassment. If you (or someone you know) has experienced or experiences sexual violence or sexual harassment, know that you are not alone. Help is available, regardless of when the violence or harassment occurred, and even if the person who did this is not a student, faculty or staff member.

Confidential help is available. If you wish to speak to a professional, in confidence, please contact:

- Rape Crisis Center – www.rccmsc.org – 24 Hour Hotline: 877-906-RAPE Office Located in the Student Recreation and Wellness Center 246 and the office number is: 330-972-6328
- University Counseling and Testing Center – uakron.edu/counseling 330-972-7082
- University Health Services – uakron.edu/healthservices 330-972-7808

Please know the majority of other University of Akron employees, including faculty members, are considered to be “responsible employees” under the law and are required to report sexual harassment and sexual violence. If you tell me about a situation, I will be required to report it to the Title IX Coordinator and possibly the police. You will still have options about how your case will be handled, including whether or not you wish to pursue a law enforcement or complaint process. You have a range of options available and we want to ensure you have access to the resources you need.

Additional information, resources, support and the University of Akron protocols for responding to sexual violence are available at uakron.edu/Title-IX.

Registration Policies

Withdrawal Policy

A student may drop a course through the 14th calendar day of a semester or proportionately equivalent dates during other Weeks: a "drop" will not appear on your transcript, as the class simply "disappears." After the 14th calendar day period, students may withdraw from a course through MyAkron until the 49th calendar day of a semester or proportionately equivalent dates during other Weeks: a "WD" will appear on your transcript. A *withdrawal may affect your financial aid, eligibility for on-campus employment and eligibility for insurance, so speak with your advisor for details.* Questions regarding registration can be addressed by the [Office of the Registrar](#), 330-972-5400. [Read more about the official University Withdrawal Policy.](#)

Incompletes

Incompletes indicate that the student has completed passing work but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer Weeks, converts the "I" to an "F." When the work is satisfactorily completed within the allotted time the "I" is converted to the grade that the student has earned.

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School of Social Work

Mission and Goals of the Undergraduate Social Work Program

Mission of BA | BASW Program:

Consistent with the mission of the UA and the College of Health Sciences and Human Services, the mission of the undergraduate social work program is to prepare students for competent and effective generalist practice. We are committed to empowerment and strengths-based practice through the application of critical thinking skills. We engage the diverse populations of Northeast Ohio to strengthen systemic well-being.

The goals of the undergraduate social work program are to:

1. Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective generalist practice with diverse client systems in various practice settings.
2. Prepare students to identify the strengths and abilities of diverse client systems to foster empowerment toward social justice and systemic well-being.
3. Prepare students to utilize theoretically-based social work research, knowledge, and critical thinking skills for effective and ethical social work practice.

Social Work Core Competencies & Practice Behaviors

The School of Social Work is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

Competency-based education is an outcome performance approach to curriculum design.

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1 – EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills and

the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (CSWE Commission on Accreditation, 2008).

The University of Akron School of Social Work lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. **Specific practice behaviors that are addressed in the course are in bold**, and *the practice behaviors that are assessed are in bold and italics*. By the time students complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the undergraduate social work program.

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- *practice personal reflection and self-correction to assure continual professional development*;
- **attend to professional roles and boundaries**;
- **demonstrate professional demeanor in behavior, appearance, and communication**;
- *engage in career-long learning*; and
- **use supervision and consultation.**

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- **recognize and manage personal values in a way that allows professional values to guide practice**;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- **tolerate ambiguity in resolving ethical conflicts**; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned

discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- **use empathy and other interpersonal skills; and**
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- **initiate actions to achieve organizational goals;**
- implement prevention interventions that enhance client capacities;
- **help clients resolve problems;**
- **negotiate, mediate, and advocate for clients; and**
- *facilitate transitions and endings.*

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

The University of Akron Learning Outcomes

The University of Akron has developed four essential learning outcomes for students enrolled in undergraduate programs. These outcomes are broadly defined to reflect the wide range of academic disciplines across campus. As a professional program, the School of Social Work BA/BASW program has developed a comprehensive and holistic approach to competency-based social work education. Therefore, the four major learning outcomes listed below are already included in the competencies of the BA/BASW program. The specific social work competencies and practice behaviors that address The University of Akron’s learning outcomes are listed below.

UA Learning Outcome 1: Communication Skills and Information Literacy - Students will demonstrate foundational competency in written communication, oral communication and information literacy.

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

- demonstrate professional demeanor in behavior, appearance, and communication;

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

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

UA Learning Outcome 2: Critical Thinking and Complex Reasoning Skills - Students will demonstrate foundational competency in creating and evaluating reasoned arguments, and employing quantitative, qualitative, and normative information in such arguments.

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

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice

UA Learning Outcome 3: The Arts, Humanities, Natural Sciences, and Social Sciences - Students will demonstrate foundational competency in knowledge of representative content and methods of inquiry of the arts, humanities, natural sciences, and social sciences.

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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Learning Outcome 4: Responsible Citizenship in an Interconnected World - Students will demonstrate foundational competency in knowledge and skills that promote personal, social and environmental responsibility. This foundational competency shall include an understanding of diversity, systemic relationships, and collateral effects and consequences within and across systems.

Social Work Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics

Social Work Educational Policy 2.1.4—Engage diversity and difference in practice.

- recognize and communicate their understanding of the importance of difference in shaping life experiences

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

- engage in practices that advance social and economic justice

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

- analyze, formulate, and advocate for policies that advance social well-being

Social Work Educational Policy 2.1.9—Respond to contexts that shape practice.

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

Values and Ethics

The students of the School of Social Work are expected to become familiar with and follow the National Association of Social Workers' Code of Ethics

(<http://www.socialworkers.org/pubs/code/code.asp>) and The University of Akron Sexual Harassment Policy (<http://wayne.uakron.edu/dotAsset/552835.pdf>) while a student in the school.

Some subject matter may be controversial. While students may vary in strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen and understand each other's perspectives. In addition, students are expected to develop the ability to help clients develop their own views and perspectives rather than the students imposing their values and opinions on clients.

Diversity

In Educational Policy 3.1, CSWE's Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University Of Akron School Of Social Work takes this commitment seriously, and infuses content on diverse populations in each social work course offered at the undergraduate level.

School of Social Work www.uakron.edu/socialwork/