Handbook for Social Work Students at UAB

Revised: January 5, 2017
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INTRODUCTION

History of UAB's Baccalaureate Social Work Program (BSW)

UAB's BSW program has a proud tradition of high standards and quality instruction. In 1974, the Council on Social Work Education (CSWE) began accrediting baccalaureate social work programs to designate beginning level professional training. In 1976, UAB began its BSW program under the direction of Dr. Norman Eggleston. Application for initial accreditation was made immediately; CSWE accredited UAB's social work program at the baccalaureate level in 1977. The program has been continuously accredited at the BSW level since 1977.

In 1996, the social work program merged with the Department of Political Science and Public Administration to create the Department of Government and Public Service. This configuration aligned with the University's mission to serve and enhance its urban community. The mission of this alignment was enhancing the community by graduating competent professional baccalaureate social workers to staff public agencies, by conducting research and influencing policy needed to enhance social functioning and well-being.

In 2002, the social work program merged with the Department of Anthropology to create the Department of Anthropology and Social Work. The fields of Anthropology and Social Work were thought to be linked intellectually by their parallel commitments to a methodology that demands long term personal relationships between scholarly investigators and professional practitioners on the one hand and informants and clients in their social and cultural settings on the other. At the time of the last self-study, Social Work was part of the Department of Anthropology.

In 2009, the social work program merged with the Department of Sociology to become the Department of Sociology and Social Work. The programs in Sociology and Social Work were linked by a parallel commitment to developing the knowledge and tools useful in promoting individual well-being and social justice. This was demonstrated in similar research interests among the Sociology and Social Work faculties including: homelessness, HIV/AIDS, poverty, mental health and psychological distress, urban disadvantage, etc. Sociology is the systematic study of social life, social change, and the social causes and consequences of human behavior. Social Work applied this knowledge in case management and public policy. One of the key elements of the Department of Sociology and Social Work's joint mission was to encourage use of the faculty's professional skills to promote the social well-being and social justice of vulnerable populations.

In 2011, Social Work became an independent Department. From 2012 through 2014, the Department of Social Work shared a Chair with Sociology (Dr. William Cockerham), during which time a search was successfully conducted, resulting in the hiring in January of 2014 of Dr. David E. Pollio as Chair of the Department of Social Work. Dr. Pollio reports directly to the Dean of Arts and Sciences. As part of this change, the
department relocated to its current space (Humanities Building Suite 301 & 302) in the Spring of 2014, where all faculty and staff are housed together within a single suite of offices.

**Mission Statement**

The mission of the Bachelor of Social Work program is to prepare students for entry-level generalist practice in diverse populations in an increasingly complex and interconnected world, emphasizing social and economic justice for populations at risk. The program encourages social work career development through affiliation with professional organizations, pursuit of graduate education, and involvement in continuing education.

**Program Goals**

The BSW program has developed the following goals that are derived from our mission. The following goals reflect the values, ethics, and knowledge base of the social work profession.

1. To enhance communities by graduating entry-level professional social workers who demonstrate the competency to provide generalist practice services to individuals, families, groups, communities and organizations within the world with emphasis on at-risk populations;
2. To prepare students to pursue and excel in further social work education and lifelong learning;
3. To equip students with the ability to apply research knowledge and policy to their professional practice;
4. To promote faculty scholarship, research, service, and participation in the policy process to enhance social functioning and well-being for populations at risk

**Objectives**

The UAB BSW program objectives are derived from our UAB BSW program goals and are consistent with CSWE Educational Policy. Our objectives are achieved through the provision of a curriculum that integrates a liberal arts perspective. It also promotes the social work knowledge and value base, critical thinking, communication skills and practice skills used to enhance a person’s well-being and social functioning. Students are prepared in an increasingly complex and interconnected world to practice with individuals, families, groups, organizations, and communities without regard to age, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. In keeping with the UAB goals and objectives faculty are supported in scholarship, research and service in the community.

We believe that the above goals reflect the necessary skills and competencies required to prepare generalist practitioners. These goals not only reflect competencies within the
social work profession, but also speak to the UAB community, complementing the mission and goals of the larger University.

Upon graduation, students will be able to demonstrate following competencies:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage In Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Purpose

The purpose of the Handbook for Social Work Students at UAB is threefold. First, it provides baccalaureate social work majors information about the profession of social work and UAB's Baccalaureate Social Work Program (BSW), which offers a Bachelor of Science in Social Work degree (B.S.S.W). Information about the program’s curriculum, policies and procedures, and admission to the Professional Program criteria will assist social work majors in assessing their aptitude for the profession of social work at the baccalaureate level. Second, students who have been formally accepted to the Professional Curriculum can find information about the Professional Program, policies and procedures, activities for social work majors, and the criteria for admission to field placement. The information will also assist social work majors in the timely completion of their course work as well as preparing for their practicum experience. Third, social work majors who have been accepted for field placement can find pertinent information on policies and procedures regarding the practicum experience.

The Handbook is divided into three sections that correspond with the aforementioned purposes:

I. Choosing social work as my major: Determining a good fit
II. Curriculum and Opportunities: Acquiring Knowledge, Values, and Skills
III. The Field Practicum Experience: Practicing, Integrating, and Synthesizing

Each section of the Handbook serves a distinct purpose. Section I is designed for students who are considering social work as a major. Students enrolled in Introduction to Social Work (SW 100) are encouraged to read Section I. Students enrolled in SW 100 should also read the NASW Code of Ethics (2008) available at http://www.socialworkers.org/pubs/code/default.asp. The Code is considered part of the Handbook. Sections II and III are designed for those social work majors who have been
formally accepted into the Professional Curriculum. Agency field supervisors also receive the Handbook to use as a guide in planning practicum experiences for students.

Faculty and Staff Directory

The Social Work program here at the University of Alabama at Birmingham is proud to have delivered quality Bachelor of Social Work (BSW) education since 1976. At the heart of every successful program is the faculty.

David Pollio, Ph.D.
Chair, Distinguished Professor
Dr. David Pollio received a bachelor’s degree in psychology from the University of Virginia, a Master of Social Work degree from Virginia Commonwealth University, and a doctorate in psychology and social work from the University of Michigan in Ann Arbor in 1994. Dr. Pollio is the Chair and Distinguished Professor of the Department of Social Work, as well as a senior scientist for the Center for AIDS Research and Center for Exercise Medicine in the UAB School of Medicine. His areas of interest and expertise include mental health and addiction services as well as homelessness, runaway and street youth, evidence-based practice, and group interventions. He has an extensive list of books/book chapters and publications in peer-reviewed journals as well as numerous successfully funded grants and pilot projects. His work has been honored for community service through the Mortimer Goodman award, given by the National Association for Mental Illness in 2000, and the Deans award for service, research and teaching by the University of Alabama in Tuscaloosa in 2007. His writing and research has been honored by the Pro Humanitate Medal by the National Resource Center for Child Welfare in 2004 (for his writings on evidence based practice), and twice by the Council on Social Work Education in 2011 (for teaching evidence based practice) and 2014 (for LGBTQ scholarship). Dr. Pollio is an inaugural Fellow for the Society for Social Work and Research, and a Fellow for the American Psychopathological Association.

Lisa Baker, Ph.D.
Associate Professor
Dr. Lisa Baker earned her Ph.D. in Social Work from the University of Georgia, the M.S.W. from Florida International University, and B.A. degree in Psychology from the University of Georgia. Dr. Baker has published and presented in the areas of disaster preparedness, evidence-based practice, and perinatal health care. Dr. Baker has a clinical background in perinatal and pediatric health care social work and crisis intervention. She is the Past-President of the National Association of Social Workers and is active with the psychosocial services workgroup of the National Perinatal Association. She is a Disaster Mental Health responder with the American Red Cross and is a member of the AL-1 Disaster Medical Assistance Team, where she provides force protection and psychosocial services to disaster victims and team members. She has recently co-authored her first book entitled “Disasters and Vulnerable Populations: Evidence-based Practice for the Helping Professions” (Spring Publishing). Dr. Baker has expertise in online and classroom teaching. She routinely teaches Introduction to Research Methods, Human Behavior and the Social Environment, Social Work in
Perinatal Settings and Disaster Preparedness and Response. Dr. Baker has received the *Award for Excellence* from the National Association of Perinatal Social Workers (2013) and the award for the *Best Empirical Article (Quantitative)* from the Journal of Social Work Education (2012). Dr. Baker teaches SW 313 Human Behavior and the Social Environment, SW 320 Social Work Research, and electives courses such as SW 208 Disaster Preparedness and SW 305 Social Work in Perinatal Settings.

**David Scott Batey, Ph.D.**  
Assistant Professor  
Dr. Scott Batey received a B.S. in Psychology in 1993, Master of Social Work in 1996, and Ph.D. in Social Work in 2013 from the University of Alabama. Dr. Batey has worked in the HIV field for 19 years, both in the community-based, non-profit setting and, for the past seven years, at UAB as the Department Chair of the Center for AIDS Research Behavioral Science Core (2007-2012) and as a Program Manager in the Research & Informatics Services Center in the Division of Infectious Diseases, School of Medicine. His research interests include structural- and community-level influences on HIV (especially adherence to medical care), health disparities, social work strategies in HIV care, and community engagement. He is a past Emerging Engagement Scholar through the National Outreach Scholarship Conference, and he currently serves as the Chair of the Jefferson County HIV/AIDS Community Coalition. An adjunct instructor in the UAB Department of Social Work since 2007, and as an assistant professor since 2015, Dr. Batey has been assigned an array of teaching responsibilities, including SW 100 Introduction to Social Work, SW 222 Social Work Values Lab, SW 320 Social Work Research, and SW 321 Statistics for Social Work.

**Mary Jacque Carroll, LICSW**  
Assistant Professor of Field Education  
Ms. Mary Jacque Carroll received a B.S. in Psychology from Wofford College in 1998 and a Master of Social Work from the University of South Carolina in 2001. Ms. Carroll joined the Department of Social Work in 2017 as Assistant Professor of Field Education. She has extensive experience in social work education, working for 10 years as a BSW field coordinator and for several years as a field instructor for BSW and MSW students. She began her career working with children and families in the areas of foster care and community mental health. She maintains her commitment to these areas by serving as Co-Chair for the Jefferson County DHR Quality Assurance Committee. Ms. Carroll also has experience in non-profit management and administration. Her professional and teaching interests include child welfare, mental health and field education. She is responsible for SW 494 Field Practicum and teaching SW 490 Field Seminar.

**Laurel Iverson Hitchcock, Ph.D.**  
Associate Professor, Director of Educational Innovation and Assessment  
Dr. Laurel Hitchcock completed her Ph.D. in Social Work at the University of Alabama in 2009. She has an undergraduate degree in Psychology and Social Welfare from the University of Wisconsin-Madison (1991), a Master in Public Health from the University of Alabama at Birmingham (1996), and a Masters in Social Work from the University of Alabama (1998). Dr. Hitchcock’s research and pedagogical interests include social work
education, technology and social media, social welfare history, and public health social work. One of her current research project examines the role of social media literacies in professional social work practice. She has experience teaching the following courses: Statistics for Social Work Research, Social Work Research, Human Behavior and the Social Environment, Social Policy, Social Work Practice with Small Groups, Communities and Organizations, Summer Harvest and Social Work in Public Health. She has been a Licensed Certified Social Worker (LCSW) since 2000 and a Certified Private Independent Social Work Practitioner (PIP) since 2001. Dr. Hitchcock has over ten years of experience as a social worker in the areas of health care and community mental health. Prior to her career in social work, Dr. Hitchcock served as a Peace Corp Volunteer in Senegal, West Africa (1991 – 1993), and as an AmeriCorps Volunteer with the Jefferson County Department of Public Health’s Healthy Start Program in Birmingham, AL (1994 – 1995). In 2012, she received the SAGE/CSWE Award for Innovative Teaching for her work incorporating different social media assignments into her courses. At UAB, she has taught SW 222 Social Work Values Lab, SW 422 Social Work Practice II, SW 314 Human Behavior and the Social Environment II, SW 320 Social Work Research, and SW 321 Statistics for Social Work Research.

**Dione Moultrie King, Ph.D.**
**Assistant Professor**

Dr. Dione King received her undergraduate degree in Sociology from Spelman College (Atlanta, Georgia), Masters of Social Work and PhD in Social Work from the University of Georgia. Dr. King’s long-standing commitment to disadvantaged, vulnerable and marginalized populations is evidenced through her professional and research experiences working with children and families in juvenile justice, child welfare, education, nonprofit and homeless/transitional housing settings. Her research focuses on health behaviors and health disparities that impact the adolescent and young adult life experience including dating violence, delinquency, substance use, mental health, and sexual risk behaviors while giving attention to social determinants of health and the promotion of health behaviors.

Dr. King lives by the motto, “Injustice anywhere is a threat to justice. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.” This quote taken directly from Dr. Martin Luther King Jr.’s 1963 Letter from a Birmingham jail has resonated with her as a social worker and reflects the impact she seeks to make in the lives of individuals, families, communities and systems.

**Yookyong Lee, Ph.D.**
**Associate Professor, BSW Program Director**

Dr. Yookyong Lee earned her Ph.D. in Social Work at Columbia University and the Masters in Social Work at the University of Michigan in Ann Arbor. Her research focuses on child abuse and neglect, child and family policy, fatherhood and involvement, and young parenthood and families. Recently, she has expanded her research agenda to include underrecognized and underserved fathers who are HIV-infected and those who
are HIV-affected as well as factors associated with medical adherence to HIV primary medical care, which will ultimately affect the wellbeing of people living with HIV/AIDS who may also be parents. She currently has eighteen peer-reviewed publications in print and several others under review or in progress. She published her articles in journals such as *Child Abuse & Neglect, Child Maltreatment, and Journal of Youth and Adolescence*. She has also presented research studies at various national and international conferences. Currently, she is actively collaborating with faculty members from Department of Psychology School of Public Health, School of Medicine, and Department of Health Behavior as well as from universities in other states. She is also seeking community involvement with social welfare organizations and will help a child welfare agency in Birmingham. Dr. Lee teaches the following courses at the UAB: SW 203 Social Welfare History, SW 313 Human Behavior and the Social Environment, SW 321 Statistics for Social Work Research, and SW 339 Child Welfare.

**Stacy C. Moak, Ph.D.**  
**Professor**

Dr. Stacy Moak, originally from Brookhaven, Mississippi, recently moved to Alabama from Little Rock, Arkansas, where she had been teaching for the past 10 years. Dr. Moak has four children, three birth children and one daughter from China. Raising teenagers has given her a new appreciation for the concepts of juvenile justice and juvenile delinquency. Dr. Moak has always been fascinated with this area of law and justice because she believes this is the area of our system where we have the most opportunity to make the biggest difference. Dr. Moak believes in social change and that it will only happen if each of us takes responsibility for that change.

One of her favorite classes to teach is called Neighborhood Studies and it is an interdisciplinary course which is team taught with several other professors. Students explore neighborhood change over time and the different challenges and strengths of a particular neighborhood. Students complete service hours designed to address a particular issue in the neighborhood. Dr. Moak finds that interdisciplinary study provides a different perspective to all students (and faculty as well) in the class. The class always results in a tremendous amount of learning for all involved. She looks forward to developing this class in Birmingham and making it available to students.

D. Moak is also a huge fan of international travel and has traveled to Australia, China, Africa, Austria, Japan, Norway, Whales, and Brazil during the course of her career. About every two years, she teaches a summer course in Graz, Austria. Dr. Moak believes that experiencing cultures and customs that are different from those of Americans encourages worldwide understanding, and thus promotes peace. Her dream would be for every student to have the opportunity to travel abroad. She is working toward developing various opportunities for UAB students in social work and related disciplines to have these opportunities.

**Omar Sims, Ph.D.**  
**Assistant Professor**
Dr. Omar Sims’ program of research is focused on public health management and clinical management of liver disease caused by hepatitis C virus (HCV) infection in mono-infected and HCV/HIV co-infected patients. HCV is the leading cause of cirrhosis, hepatocellular carcinoma, and liver transplantation in the United States and in most of the western world. Likewise, liver disease caused by HCV is the leading non-AIDS cause of death among those with HIV infection. His goal in this arena is to publish clinical and translational research to help health professionals improve health outcomes and extend life of those burdened with chronic HCV-associated liver disease. He aims to accomplish this by focusing his research efforts on populations heavily burdened with HCV, but often under-researched or under-represented in liver research: HCV-infected persons with co-existing alcohol, substance use, and psychiatric disorders, HCV/HIV co-infected persons, African Americans living with HCV, and individuals aging with HCV. Similarly, his research efforts include HCV testing among high prevalent populations (who are unaware of their HCV infection), alcohol use reduction among HCV mono-infected and HCV/HIV co-infected patients, and barriers to care. Dr. Sims teaches the following course at the UAB: SW 314 Human Behavior and the Social Environment II and SW 320 Social Work Research.
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SECTION I: CHOOSING SOCIAL WORK AS MY MAJOR – DETERMINING A GOOD FIT

Individuals who graduate with a B.S.S.W. are considered prepared to begin their professional careers as entry-level social workers. This professional designation uniquely qualifies graduates for jobs for which other social sciences degrees holders are not eligible. Social Work requires a field practicum in which students are actually working in a social service agency under the direct supervision of a social worker with a master of social work degrees. The field practicum is integral to the professional nature of the degree and, indeed, distinguishes social work from nonprofessional, academic degrees. The field practicum experience is offered in Fall and Spring semesters and equips social work majors for employment in entry-level professional social work positions upon graduation.

NASW confers professional recognition to baccalaureate social workers (BSW) who graduate from a social work program accredited by the Council on Social Work Education (CSWE). Specific practice experience requirements, professional certifications established by NASW, and statutes in all 50 states (and Washington, D.C., the Virgin Islands, and Puerto Rico) governing social workers’ license or certification complement the educational requirement to shape social work’s professional standards and identity.

Formal education as prescribed by CSWE in its Curriculum Policy Statement provides the foundation for competent social work practice. The baccalaureate social work curriculum is based on values, standards and principles described in the profession’s professional code of ethics; a knowledge base of theory and methods of intervention; and skills used to enhance the client's well-being and social functioning.

The NASW Code of Ethics expresses the professional value base and serves as the guide for ethical social work practice that upholds our professional integrity and enhances our competence. The essential values include respect for the dignity and inherent worth of the individual and the right to self-determination; a recognition of the centrality of human relationships to well-being and the helping process; and a strong commitment to social justice, to service people in need and to the amelioration of social problems.

Social work’s knowledge base centers on an ecological/systems framework, or the ecosystems perspective, that views persons and their environments as both interconnected and mutually influencing. This framework encompasses the theoretical bases from psychology, sociology, social-psychology, anthropology, and biology among others. Together, the various disciplines provide social workers with a bio-psycho-social perspective of human study. The techniques and skills of social worker build upon social work values and knowledge bases. Social workers use their repertoire of skills to work with individuals, families, and groups, communities, and institutions to facilitate change and to enhance social functioning and well-being. The various groupings or categories of clients are generally referred to as client systems.
What will the B.S.S.W degree prepare me to do?

In contrast to bachelor degrees in many social sciences, the B.S.S.W. qualifies its graduates for professional social work positions in the job market. In fact, only individuals who hold a social work degree may apply for social work positions, and obtain a license as a social worker.

The integrated value-base, knowledge base, methods, and repertoire of techniques and skills prepare the BSW social worker to engage in **generalist practice**. The generalist social worker uses the ecosystems perspective to view the person (client system) and environment as interconnected, and thereby recognizes the need to intervene at various levels of the environment. The various levels are identified as micro (individual, families, and certain small groups), mezzo (groups, neighborhood, community groups, agencies with which the individual client has direct contact), and macro (institutions, governmental units, societal–level entities).

The BSW curriculum also prepares social work majors for graduate school work, especially the Master of Social Work degree (MSW). Most MSW programs offer advanced standing degrees to graduates of fully accredited BSW programs and who meet specific standards. Advanced standing essentially reduces the calendar time needed to complete the MSW degree. UAB social work majors are also highly competitive for admission into graduate schools in related fields of study.

What types of positions are available?

UAB social work graduates have opportunities to practice in a variety of settings, thus enhancing the social functioning and well-being of individuals, families, groups, organizations, neighborhoods, communities, and society. BSW social workers are employed in numerous governmental, private non-profit as well as for-profit agency settings that provide social services to client systems. Large and small agencies, such as schools, hospitals, clinics, residential facilities, and industries employ social workers. (see also [http://whatcanidowiththismajor.com/major/social-work](http://whatcanidowiththismajor.com/major/social-work))

Fields of social work practice are many, spanning the range of social functioning needs found within the population. Primary fields of practice include children, youth and families, poverty and income maintenance, mental health, alcohol and substance abuse, developmental disabilities, medical and health care, criminal justice/corrections, gerontology, community organization and development, and policy development.

The list of BSW positions within the various fields exceeds the scope of the *Handbook*. The expanse of job possibilities is illustrated by considering positions with the field of practice known as Children, Youth and Families. In this field, a BSW may work as a perinatal counselor, child protection worker, adoption specialist, infant/toddler stimulation program service provider, family preservation case manager, foster care worker, parenting skills educator, or school social worker. Additionally, a BSW in the
field of Children, Youth and Families may serve as a counselor in a group home, residential treatment or community program for youth who may be delinquent, abused, developmentally delayed, or be substance abusers, runaways, or sex offenders. Settings for working with children, youth, and families also include mental health centers, family counseling centers, hospital settings, developmental/educational programs such as Head Start and after-school programs, community service centers, battered women's shelters, homeless shelters, and a host of private and non-profit clinics that assist families with social functioning issues. This partial list demonstrates that job or career opportunities for BSWs are wide-ranging.

How do I know if social work is a good fit with my strengths?

Often individuals explore social work as a career option after acknowledging the desire to help others, a desire that stems from concern about social problems such as oppression and inequality. Some students are aware that others seek them out to listen to problems, ask for advice, guidance, and support, trusting that the listener will keep personal information confidential. Others who are interested in pursuing social work as a career have developed empathy for psychologically, socially, or physically challenged people. Further, some students who fit well with social work are drawn to the field because they themselves have experienced victimization, oppression or institutional biases. Finally, many are drawn to social work by their personal values, which align with social work’s professional value base, such as respecting individuals’ self-determination and being nonjudgmental about others’ characteristics, plights, or views. Acknowledgment of vocational interest is followed by a process of self-assessment. The process begins with the recognition of strengths and aptitudes, and awareness of one’s own values, beliefs and ideologies. Additionally, potential social work majors need to assess their own abilities in critical thinking and in written and oral communication skills.

Students may begin to self-assess aptitude while completing the university’s core curriculum, which is comprised of fundamental liberal arts and sciences courses. The courses provide students with a general measure of aptitude for college-level work. Although all core curriculum courses are essential for successfully comprehending the social work curriculum, above average grades in English composition courses (EH 101,102) may especially serve as an indicator of ability to achieve the requisite writing skill level for social work majors. Social work foundation courses provide students with multi-disciplinary theory bases that support social work’s knowledge base. Exposure to social science courses often helps students determine their “fit with social work” by assessing their interest in and comprehension of the courses in economics, anthropology, minority studies, psychology, and sociology.

The BSW program offers interested students a foundation curriculum that facilitates the students’ determining their fit or alignment with social work. These classes introduce students to social work’s mission, goals, values, and ethical standards. In addition, the classes give an overview of the theoretical knowledge and skills requisite for effective practice. Techniques for self-assessment are also incorporated into the content of these foundation social work classes, since we believe that the effective and professional use
of self in the helping process requires ongoing reflection and self-awareness. Social work faculty members are available and willing to consult with students in honing their self-awareness skills.

What happens after field placement?

This portion of the Handbook was suggested by the Social Work Class of 1998. It is their legacy and gift to future social work majors.

Retrospectively, students and recent graduates reflect on what they wish they had considered at this stage of their academic career. The most frequently mentioned considerations include licensing, career options including graduate work, and building a network contacts and referral sources.

1. Social Work Licensing

Alabama, as is true throughout the United States, Puerto Rico, the Virgin Islands, and Canada, requires persons who present themselves to the general public as “social workers” to be licensed. The state regulates the practice of social work through different levels of licensure (e.g., Licensed Bachelor Social Worker [LBSW], Private Independent Practitioner [PIP]).

Persons with bachelor degrees in social work from a social work education program accredited by the Council on Social Work Education (of which UAB is one) are eligible to sit for the LBSW examination. The licensure process involves making application for a license, taking and passing a professionally developed comprehensive written examination, pursuit of continuing professional education, and renewal every two years. The application is made to the Alabama State Board of Social Work Examiners. Once the application is reviewed and approved, the applicant may sit for the qualifying examination by applying to the Association of Social Work Boards. Students who begin the application process during their field placement and sit for the examination in a timely manner find themselves eligible for more job opportunities than others who are in the job market. Students should consult with the Alabama State Board of Social Work Examiners for most current fees.

To maintain licensure, LBSWs must receive supervision from social workers who are licensed at the LGSW or LCSW levels for at least the first two years of their social work practice. Additionally, LBSWs are required to conduct their practices within the boundaries prescribed in the licensing law’s Code of Ethics.

During each two-year renewal cycle, social work license holders are required to obtain thirty (30) hours of professional continuing education. The Field Director has applications available for students. Fees can be found in the Association of Social Work Boards (www.aswb.org).

Association of Social Work Boards
More detailed information about Alabama's licensing law and procedures may be obtained by calling the Alabama State Board of Social Work Examiners at (334) 242-5860, visiting their website, www.abswe.state.al.us or writing to:

Alabama State Board of Social Work Examiners
100 North Union Street, Suite 736
Montgomery, AL 36130-1620.

2. Career Options

The field of social work is broad, varied, and offers a multitude of career opportunities for social workers who hold a BSW, M.S.W., DSW., or Ph.D. The multi-level nature of the profession and its broad scope can be confusing. Thus pre-social work majors as well as students who have been formally accepted into the major are encouraged to initiate discussions with any or all faculty members regarding career options. Rather than formally assigning students to a particular faculty member for career advisement, students are free to approach any or the entire faculty to discuss career opportunities, including considering graduate studies. Students are encouraged to attend UAB’s Career/Major Day, Alabama Department of Human Resources recruitment activities, and area graduate program recruitment activities. Additional information can also be found at www.HelpStartsHere.org and http://whatcanidowiththismajor.com/major/social-work.

3. Graduate Studies

Graduate Schools of Social Work are competitive; therefore students should focus on attaining the highest grade point average (GPA) possible, demonstrate their commitment to social work through volunteer activities, and strive to attain honors such as induction into Phi Alpha. Students who are considering graduate studies immediately after graduation should begin to identify programs of interest to them during the latter part of their junior year.

Once programs of interest have been identified, students should begin the application process early in their senior year. All social work faculty are willing and prepared to discuss any aspect of graduate studies with students. In addition to writing letters of recommendations, faculty members are also happy to critique your application packet. A directory of accredited programs can be found at the Council on Social Work Education website (http://www.cswe.org/Accreditation/Accredited-Programs.aspx).
PROFESSIONAL SOCIAL WORK ADVISEMENT FOR STUDENTS

In the BSW program, professional social work advisement includes: (1) assisting students in assessing their aptitude for the profession; (2) orienting students to the program’s mission, policies, and the required curriculum sequence; (3) periodically evaluating their performance and progress toward graduation; (4) discussing career opportunities; (5) tailoring field placement selections to ensure educational objectives and enhance career opportunities; and (6) assisting students who choose to apply to graduate programs.

The social work program accomplishes professional social work advisement through a number of processes:

I. Aptitude for the Profession

- Declared social work majors or those who are interested in social work are encouraged to contact any or all members of social work faculty to discuss social work as a major and to assess informally their aptitude for the profession.

- The introductory courses, particularly SW 100 (Introduction to Social Work), SW 200 (Professional Communication in Social Work), SW 203 (Social Welfare History), and SW 222 (Social Work Values Lab) contain structured opportunities for self-assessment of aptitude for the profession.

- The process of applying to the professional program serves as the program’s formal mechanism for assessing student aptitude for the profession.

II. Career development

- Social work majors are encouraged to contact faculty members to discuss areas of career interests and specialties.

- The process of applying for Field Placement Process and tailors placement opportunities to enhance career opportunities.

- Social Work majors are encouraged to utilize SW 499 (Independent Studies) as a vehicle for explore and refining career choices.

- Students are encouraged to attend UAB’s Career/Majors Day. This event will include information for students who plan to seek employment upon graduation and information for students who are still identifying what direction to take with their educational career (see www.uab.edu/students/cpd).

- Students who are interested in applying to graduate school are encouraged to schedule an appointment with the Chair (and consult with other faculty members).
III. Curriculum Advisement

- The Chair and the Program Director are the designated curriculum advisor for social work majors.

- The Chair and the Program Director are available to all social work majors for consultation and guidance in selecting areas of course work.

- The Program Director, working with the Chair, informs the College of Arts and Sciences (CAS) academic advisor regarding the BSW curriculum requirement and works collaboratively and continually with him to ensure that course offerings and scheduling are student-centered.

- CAS Academic advisor provides course scheduling advisement for all social work majors and social work minors. Students are strongly encouraged to see their designated CAS academic advisor each semester to ensure that they are taking courses in the proper sequence. Social work, unlike other social science majors, sequences its required courses. Students who self-advice may inadvertently lose the opportunity to complete the course work in a timely manner.

- The Chair approves social work majors for graduation after examining students’ applications for degree to determine that all requirements have been met (For more information about commencement and degree applications, visit [http://www.uab.edu/commencement/degree-applications/undergraduate](http://www.uab.edu/commencement/degree-applications/undergraduate)).

A MINOR IN SOCIAL WORK

Students who choose to minor in social work must take SW 100: Introduction to Social Work, plus 15 additional credit hours in social work courses. However, social work minors may not enroll in senior level practice courses (SW 322 and SW 422), nor may they enroll in any courses or credit hours involved in field placement (SW 490 and SW 494). No grade below a “C” counts toward a minor in social work. Students who want to minor in social work are encouraged to make an appointment with the Program Director to discuss options. Online option is also available for students who choose to minor in social work. Students who seek minor in social work should make an appointment with CAS academic advisor for course scheduling.

COURSES TO INTRODUCE STUDENTS TO THE SOCIAL WORK PROFESSION

Beginning level social work courses (SW 100, SW 200, SW 203, and SW 222) provide opportunities to learn about the social work profession and develop self-assessment skills and prepare for practice courses. Additionally, these courses are open to all
students, including non-majors and students who minor in social work. Students who are planning to major in social work are required to take all of the introductory classes. When students apply to the professional program, they must have completed all courses or are taking these courses at the time of applying to the program. Majors should also be aware that these courses must be taken and passed with a C or better before any upper-level courses are taken. Foundation courses include:

**SW 100: Introduction to Social Work (3 hours)**
This course introduces students to the value-based profession of social work. Students will have the opportunity to learn about social work’s history, mission, professional values and theoretical frameworks (e.g. the systems/ecological perspective). Furthermore, students will explore areas in generalist practice and the varied roles and responsibilities of the social work profession. Students will be afforded the opportunity to examine their own personal values and how those values influence their views on social welfare problems and issues.

**SW 200: Professional Communication in Social Work (3 hours)**
This course introduces the techniques of professional writing for social work practitioners. The course is designed to enhance professional and academic writing skills. Students will study how to craft narratives for funding applications, case records, and advocacy materials. Additionally, students will complete a technology module focusing on information technology skills such as word processing, using presentation software, and communication skills with digital and social media.

**SW 203: Social Welfare History (3 hours)**
This course provides an opportunity to review the history of U.S. social welfare and its relationship and impact on current social work practice. Additionally, the course explores, within a social justice context, the historical impact of social welfare policies on the well-being of individuals, especially vulnerable populations, and communities.

**SW 222 Value’s Lab (4 hours)**
This course offers an introduction to the helping profession of social work with service learning opportunities in local social service agencies. A didactic classroom and service learning lab that integrates field observation with self-awareness related values, professionalism and ethical practice. At the successful conclusion of this course, students may apply for social work major status (Service Learning).

**Proposed Program of Study for a Major in Social Work – First Two Years**

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\(^1\) Select One: ARH 101, ARH 203, ARH 204, ARH 206, MU 120, THR 100, THR 105 or THR 200.

\(^2\) Select One: EH 216, EH 217, EH 218, EH 221, EH 222, EH 223 or EH 224.
APPLICATION TO PROFESSIONAL PROGRAM

Throughout its history, the social work profession has charged social work education programs with the task of screening individuals for aptitude and behaviors necessary for effective social work practice. Screening is informally known as "gatekeeping" denoting its function to regulate entry into the profession. Gatekeeping in academic programs and in the broader profession is designed to protect the public from incompetent, impaired, or unethical service providers.

In compliance with CSWE's accreditation standards, the UAB Department of Social Work has a formal process for accepting students into the Professional Program, the rationale, criteria, policies and procedures are described below.

Criteria for Admission to the Professional Social Work Program

Students declaring their intention to major in social work formally apply to the professional program when they have met all of the following conditions and criteria:

1. Cumulative undergraduate GPA of 2.25 or higher;

2. Completion of the following social work courses: SW 100, SW 200, SW 203, and SW 222. Students may apply to the professional program while enrolled in the above courses; however, they will not be fully accepted into the program until final grades for the designated courses have been posted and a grade of "C" or better;

3. An overall social work GPA of 2.5 has been verified; and

4. A pattern of demonstrating professionalism through classroom comportment in SW 100, SW 200, SW 203 and/or SW 222.

Note: When social work students transfer from other universities, syllabi for courses equivalent to SW 100, SW 200, SW 203 and SW 222 will be reviewed to determine their comparability to our courses. Transfer students' transcripts will also be reviewed to check their overall GPA and social work GPA.

The Application Process to the Professional Social Work Program

Applications for Professional Program are accepted twice a year, February and September of each academic year. These dates allow time to notify students of acceptance in time for registration of the following semester.

Students must self-initiate the process. Students who see their College of Arts and Sciences (CAS) academic advisor each semester are in the best position to know when
it is time for them to apply for major. Notices regarding the application dates will be emailed to students each semester.

**Students who would like to apply to the professional program must complete these three steps:**

1. Students must make an appointment to meet with their assigned academic advisor in the CAS Advising Office to verify academic eligibility as described above. Students' academic advisor, Mr. Kip Hubbard, will provide each applicant an information packet (see Appendix A) that contains how to apply to the professional program. It is important to note that the UAB Department of Social Work has employed an online system called Taskstream to facilitate the application and review processes. All applications will be accepted via TaskStream (www.taskstream.com), and each student will need to sign up with TaskStream using a specific key-code. Without the key-code, students cannot complete the application process. At the meeting with the CAS academic advisor will also provide "Curriculum for Social Work Majors Checklist" and "Academic Advisor's Review".

2. During February and September, students should submit their application via TaskStream (www.taskstream.com). As mentioned earlier, each applicant must sign up with TaskStream and submit his/her application in TaskStream by the deadline. After each applicant completes the application form in TaskStream, his/her checklist and academic advisor’s review form will be subsequently submitted via TaskStream by the academic advisor and will be reviewed by the Program Director to confirm students' eligibility.

3. After the application is received, students will be assigned to another template in TaskStream to complete the written assessment. Each applicant is responsible for completing the written essays by the deadline.

*Note that **late** submission will not be allowed. Plan ahead and make the deadlines.

*Please note that procedures governing reasonable accommodations for students who have disabilities follow those prescribed by UAB's Disability Support Services Office for classroom participation and test taking. Any student who requests a reasonable accommodation needs to notify the Program Director so that arrangements can be made.

**Criteria for Evaluating Admission Applications to the Professional Social Work Program**

The process for evaluating applications to the professional social work program involves assessment of intellectual ability of students as demonstrated by check sheet, academic advisor’s review form, the faculty assessment of applicants' classroom comportment as
demonstrated by the Faculty Observation forms and writing skills and level of pre-professional self-awareness as demonstrated by a student’s written essays.

1. Writing Skills

A satisfactory level of writing skills includes the overall ability to use correct grammar, construct complete sentences, spell correctly and demonstrate proficiency with basic technical aspects in writing (see Appendix H).

*Please note: Students are not being asked to reveal any information regarding past or present treatment related to any disability. Also note that students are not being asked to reveal any past traumatic experience (see https://www.uab.edu/titleix/). All faculty members are responsible reporters of incidents related to Title IX. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX was created in 1972 with a focus on equal funding for men’s and women’s athletics. Broadened in 2011 to include Interpersonal Violence (stalking, dating/domestic violence, etc.) and Sexual Misconduct (sexual assault, unwanted sexual contact, pregnancy discrimination, and sexual harassment).

2. Self-Awareness

Self-awareness is a skill that enables the social worker to reflect upon his or her professional “use of self” in the process of helping others. It is a skill which develops over time. At this stage in students’ academic careers, social work faculty members expect that students should be able to demonstrate abilities to reflect on their strengths and limitations, to examine their own feelings, personal values and personal histories and to recognize when these feelings and values may interfere with their effectiveness in the helping process (see Appendix H).

*Please note: Students are not being asked to reveal any information regarding past or present treatment for psychological, emotional, or physical disorders. The 1990 Americans with Disabilities Act prohibits requests for such information. Instead, students are expected to consider their own personal and medical histories as it relates to their ability to meet generally accepted standards of professional conduct, adherence to professional values and ethics, and interpersonal skills necessary to form and maintain effective professional helping relationships.

A minimally satisfactory level of self-awareness requires that the student expresses his or her thoughtful consideration of aspects involved in examining one's own personal
values, feelings, and history to assess personal/professional value conflicts, potential to do harm to self and others, and personal congruence with the *NASW Code of Ethics*.

### 3. Classroom Comportment

Social work faculty who teach foundation courses will complete a Faculty Observation forms (see Appendix G). The form consists of faculty’s observations of the students’ attendance patterns, punctuality, timely completion of assignments, and ability to grasp course material. Faculty will also identify any other performance-related concerns as part of the process. Students are expected to progressively, steadily, and continually develop and exhibit behaviors indicative of good work habits. The goal of these forms is provide the Department of Social Work with a record of a student’s ability to demonstrate professional behavior in the classroom.

#### Decision-making for Applications to the Professional Social Work Program

First, the Program Director reviews application forms, checklists, and Academic Advisor’s Review forms to make sure that they are complete. Second, faculty members individually review the materials in each applicant’s essays while they do not know who wrote the essays (i.e., blind review). Two faculty members independently review the same essays. If two reviews are not congruent, the Program Director will assign a third reviewer. The disposition of the third reviewer will be accepted. Third, the Program Director compiles the results from the Faculty Observation Forms and reviews of essays (assessed in writing skills and self-awareness). Fourth, the BSW Program Committee members, including the Program Director, meet and discuss applications, if there is an inconsistent review among faculty members. At this time, all application materials (e.g., Faculty Observation Forms, essays, etc.) will be reviewed by the BSW Program Committee members, and they will make final decisions. Lastly, the Program Director will notify the students regarding their acceptance status.

In accordance with the social work profession’s value for social justice and its value for inclusiveness and in concert with UAB’s Academic Equal Opportunity Policy, applicants to the professional program are considered.

“Regardless of race, color, religion, sex, national origin, disability unrelated to program performance, disabled veteran status, or Vietnam-era status” (UAB Undergraduate Catalog [http://catalog.uab.edu/pdf/ug-1617.pdf](http://catalog.uab.edu/pdf/ug-1617.pdf)).

Additionally, applicants are not discriminated against due to sexual orientation, political orientation, or creed.

There are three options available for admission status:

1. **Fully Accepted**
“Fully accepted” status means that a student met all criteria successfully and fully. There is no cap on enrollment; therefore, no student is denied acceptance if he or she meets all criteria successfully. In order to be “fully accepted,” all of the following must be fulfilled:

- Both overall GPA and social work GPA meet the criteria;
- All foundation courses (SW 100, SW 200, SW 203, and SW 222) have been completed with a C or better;
- A positive pattern of professional behavior as demonstrated by classroom comportment;
- Reviews on written assessment are unanimous and positive;

2. Conditionally Accepted

Students who are currently enrolled in the required SW foundation courses (SW 100, SW 200, SW 203, and/or SW 222) automatically receive this status until course grades are posted. Applicants waiting for grades to be posted may be cleared to register for SW 300 level courses. However, applicants’ grades will be checked at the end of the semester, and if they did not pass any of these courses listed above with a C or better, they will be deferred and removed from SW 300 level courses.

This status may also indicate the BSW Program Committee's need for clarifying information to make an accurate determination. The student will be contacted and informed that an interview with the Chair and/or Program Director is required prior to final status determination. In this situation, the outcome of the interview is expected to result in either "fully accepted" or "deferred" status.

3. Deferred

One or more of the specified criteria (as delineated and explicated above) have not been met sufficiently to get accepted to the program. To move beyond the deferred status, the student must re-apply and be found to satisfactorily meet the standards for "Fully Accepted." A student may apply for major only twice.

An applicant notified of deferred status is strongly encouraged to meet with the Chair and/or Program Director and academic advisor to devise a plan that will address students’ preparedness. For instance, a student may need to take additional courses to prepare academically for satisfactory completion of the social work curriculum (e.g. English composition courses may be helpful to improve a student’s writing skills). In another case, a student may need to ameliorate life circumstances or resolve emotional/psychological issues that may interfere with learning and professional use-of-self. In that case, a student may elect to work on personal issues and then reapply for acceptance into the professional program. Another scenario is that a student may have insufficient life experience to assess accurately his or her own aptitude for practice and therefore may benefit from volunteering in a social work setting to make an informed choice about social work as a vocation. In some instances, the faculty-student
collaboration may determine that the student can best realize a career goal by choosing a major that more closely aligns with his or her strengths. A deferred student should also meet with his/her academic advisor to plan and register for appropriate courses.

Notification procedure

The students will receive an email indicating the status of their application at the end of October for the Fall semester and at the end of March for the Spring semester. The academic advisor will also be notified of the students’ application status.

Appealing the Admission Decision

The Professional Program process application falls within the purview of student grievances involving academic matters. As a UAB student, any applicant for social work major has the right to file a grievance involving the social work major admissions committee’s decision. The general policy regarding student grievances can be found in the UAB Undergraduate Catalog (http://catalog.uab.edu/undergraduate/).

Probation, Suspension and Termination Policy

Admission to the Social Work Department’s Professional Program implies that the student will accept and adopt a standard of academic and nonacademic professionalism consistent with the social work profession. A student may be placed on academic probation, suspension, or termination from the social work major for academic and non-academic reasons, including the following:

A. Significantly low GPA (cumulative GPA of less than 2.5 for social work major courses for 2 or more semesters)
B. Lack of adherence to the standards specified in the policies and procedures of this handbook
C. Violation of course sequencing or academic plan
D. Violation of the UAB University Honor Code
E. Violation of the NASW Code of Ethics
F. Lack of adherence to professional expectations and standards

At any time that faculty or field supervisors identify problems which indicate that a student cannot perform the required functions of a social worker, the Program Director will be notified in writing, and the Program Director and the BSW Program Committee shall consult and assess the documentation leading to such indication. If they agree that further action is warranted, they shall meet with the student to develop a plan of action to address such deficiencies, which may include alternative career planning. Students who are unable to address deficiencies or complete the agreed upon plan of action within two academic semesters from the time of the initiation of the plan will be terminated from the program. The social work faculty has the right to terminate a
student from the social work program at any time if such action is deemed warranted by
the supervisor, faculty, BSW Program Committee, and Program Director after review of
supporting documentation.

Students maintain the right to appeal such decisions according to the Social Work
Program and UAB Policy and Procedure for Appeals.
SECTION II: CURRICULUM AND OPPORTUNITIES: ACQUIRING KNOWLEDGE, VALUES, AND SKILLS

Purpose

The purpose of the second section of Handbook for Social Work Students at UAB is to: (1) Provide information to newly accepted students about the social work courses required; (2) Describes opportunities for becoming active members of the B.S.S.W. community and for achieving academic excellence (these opportunities are in keeping with the NASW Code of Ethics, and we encourage students to participate); (3) Explain the application to field placement process.

Students are expected to be familiar with the Student Handbook and know how to access the document.

In addition to relying on information provided in the Handbook, students will need to consult their academic advisor each semester to ensure that they graduate in a timely manner.

Welcome to the Professional Program

The faculty congratulates our majors on their formal acceptance into the Professional Program. Students have demonstrated the aptitude, scholarship and ability to demonstrate self-awareness. Students have completed all of social work foundation courses that serve as the multi-disciplinary theoretical foundation for social work. Having completed the introductory courses (SW 100, SW 200, 222 and SW 203) students have been exposed to many fundamental elements of social work practice.

The junior (SW 302, 313, 314, 320, 321, and 322) and senior level (SW 422, 490, and 494) sequence of social work courses comprise the specific knowledge bases, theoretical frames, methods, techniques, and skills that BSW social workers use in generalist practice. Social work values underpin the aggregation of courses and emphasize social work's mission. According to NASW (2008):

[T]he primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living (http://www.socialworkers.org/pubs/code/code.asp).
Professional Curriculum for Social Work Majors

Core Competencies

The Council on Social Work Education (CSWE) mandates that each accredited graduate social work program address competencies and behavioral outcomes as outlined by the CSWE’s Educational Policy and Accreditation Standards. These competencies and outcomes are available on the CSWE’s website at: http://www.cswe.org/File.aspx?id=79793. The competencies and outcomes describe how an undergraduate social work curriculum should help students develop knowledge, skills, and values related to the social work profession.

Competency 1— Demonstrate Ethical and Professional Behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

Competency 2—Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice.**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

**Competency 4—Engage in Practice-informed Research and Research-informed Practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency 5—Engage in Policy Practice.**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery of and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities.**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse
individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
• Facilitate effective transitions and endings that advance mutually agreed-on goals

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
  • Select and use appropriate methods for evaluation of outcomes
  • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
  • Critically analyze, monitor, and evaluate intervention and program processes and outcomes
  • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
Required Courses for Junior and Senior Level Social Work Majors

Goal-specific content is woven throughout the curriculum areas in courses that facilitate acquisition of social work's body of knowledge, values and skills: human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. All courses foster development of self-awareness, critical thinking skills, and oral and written communication skills to further the students’ purposeful and professional use of self in the helping process. Note that you must maintain the minimum GPAs (2.25 overall GPA; 2.5 Social Work GPA) until you graduate.

Required courses for junior and senior social work majors are:

- SW 302: Social Welfare Policy Analysis
- SW 313 and SW 314: Human Behavior and the Social Environment I and II
- SW 320: Social Work Research
- SW 321: Statistics for Social Work Research
- SW 322 and SW 422: Practice of Social Work I and II
- SW 490: Practicum in Social Work
- SW 494: Field Practicum Seminar
- One elective (3-hour) in social work

**SW 302: Social Welfare Policy Analysis**
This course introduces analytical frameworks with which to evaluate contemporary U.S. social welfare policy. It is designed for students with basic knowledge of the history of social welfare. The course also examines the relationship between current policy and the practice of social work today. Additionally explored is the real-world impact of current policy on the well-being of individuals and communities, within a social justice context. Instructor’s permission is required.

**Prerequisites:** SW 203 [Min Grade: C]

**SW 313: Human Behavior in the Social Environment I**
This course, the first of two required courses in Human Behavior and the Social Environment, is designed to prepare students to understand human development across the different levels of social systems. The course explores theories, concepts, and knowledge from conception through early adolescence. Content also includes discussion of how factors such as social class, sexual orientation, gender, physical ability, age, race, ethnicity, and culture influence human development and behavior.

**SW 314: Human Behavior in the Social Environment II**
This course, the second of two required courses in Human Behavior and the Social Environment, is designed to prepare students to understand human behavior across the life cycle. The course explores theories, concepts, and knowledge from early adolescence through death. Students acquire knowledge and understanding of human beings as individuals, as members of families, and other social groupings, and as
members of organizations, communities, and larger societal and cultural collectives. Content includes discussion of how factors such as social class, sexual orientation, gender, physical ability, age, race, ethnicity and culture influence human development and behavior.

**Prerequisites:** [SW 313][1] [Min Grade: C]

**SW 320: Social Work Research**

This course introduces students to research theory, methods and tools; and to expand their appreciation of the quintessential role of research in guiding practice. Qualitative and Quantitative research methodologies, sampling, data collection, and data analysis, as well as skills in critiquing research studies will be taught in the context of ethical standards governing evaluation and research as set forth in the NASW Code of Ethics. This course is a part of the core curriculum of the social work program. Quantitative literacy is a significant component of this course. Honors students will have additional research related assignments.

**SW 321: Statistics for Social Work Research**

This course provides the context for understanding the analysis and interpretation of quantitative data. Descriptive and inferential statistics will be covered, along with hypothesis testing and statistical significance. Students will become more familiarized with research-informed practice and practice-informed research. Quantitative Literacy is a significant component of this course.

**Prerequisites:** [SW 320][1] [Min Grade: C]

**Practice of Social Work I (SW 322) & Practice of Social Work II (SW 422)**

The sequential two-semester practice classes integrate and operationalize theories, methods, and skills needed for effective beginning-level generalist practice. The primary goal for the sequential practice courses is for students to acquire the ability to utilize social work's interventions at multiple levels to assist client systems in alleviating stress, building capacities, solving problems, and enhancing their well-being and functioning. Embedded in this approach is the recognition of the increasing complexity and interconnectedness of our world and the incorporation of an ecosystems perspective that acknowledges nonlinearity. Strategies that include interventions at the micro, mezzo, and macro levels are considered holistically rather than as separate or isolated interventions. Both practice courses emphasize the importance of understanding and respecting cultural diversity in our work with client systems.

**SW 322: Practice of Social Work I**

This course provides generalist model application of social work with concentration on the micro-level that provides the student with the opportunity to gain the knowledge, skills, understanding and competence needed for interventions at the beginning professional level. This course includes a service learning lab that allows students to practice a solution-focused relationship with emphasis on self-awareness, cultural-awareness, active listening, interviewing, and recording skills at all systems levels. (SL).

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[1]: SW 313

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Prerequisites: SW 222 [Min Grade: C] Instructor's permission is required.
Note: SW 322 is for students who have been accepted into the professional program only.

SW 422: Practice of Social Work II
This course focuses on generalist model application of social work practice at the mezzo and macro levels. The course emphasizes systems theory and strengths perspectives to examine groups, communities and organizations, and gives students the opportunity to discuss and practice necessary skills for practice. This course includes a service learning lab that allows students to practice working with groups, communities and organizations in local social service agencies, using ethical and professional standards based on NASW Code of Ethics. (SL). Instructor's permission is required.
Prerequisites: SW 322 [Min Grade: C]

Note: SW 322 and SW 422 may not be taken in the same semester.

Practicum in Social Work (SW 490) and Field Practicum Seminar (SW 494)

SW 490: Practicum in Social Work
This course integrates social work knowledge and values with application of professional helping skills. Students participate in a full-time placement in approved social service agencies under supervision of professional social workers.
Prerequisites: All required coursework
Co-requisites: SW 494 Must be taken Concurrently

SW 494: Field Practicum Seminar
This capstone course in Social Work is an integrative seminar that must be taken concurrently with SW 490 (Practicum in Social Work). The seminar reviews basic social work tools that will enhance the students' work with client systems by providing opportunities to increase their knowledge of the social work profession, practice collegiate collaboration for the benefit of clients, and engage in strategies for problem-solving. The seminar also provides a forum to review students' practicum experiences, discuss social work practice issues, and reflect on the relationship of these experiences to their overall social work education program. Honors Students will be required to complete an additional 100 hours involved in community based research.
Prerequisites: All required coursework
Co-requisites: SW 490 Must be taken Concurrently

Note: No student will be allowed to take additional courses with SW 490 and 494. However, exceptions may be made for students who have a documented hardship. Students must submit an Additional Course Request for Field Placement form to the Field Faculty. Field Faculty will review the request and will notify student of determination during the Student-Field Faculty initial meeting.
Please note, students are not allowed to take SW 422 at the same time as field placement. Students must also meet all other requirements to enter field practicum.

Note: Transfer students must complete SW 322, SW 422, SW 490, and SW 494 at UAB.

Proposed Program of Study for a Major in Social Work – After you get accepted to the Professional Program

<table>
<thead>
<tr>
<th>Junior</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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<tr>
<td></td>
<td>PSC 101 or 221</td>
<td>3</td>
<td>SW 302</td>
<td>3</td>
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<td></td>
<td>General Electives</td>
<td>9</td>
<td>SW 313</td>
<td>3</td>
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<td></td>
<td>Minority Studies¹</td>
<td>3</td>
<td>SW 322</td>
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<td>General Elective</td>
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<td><strong>Senior</strong></td>
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<td></td>
<td>First Term</td>
<td>Hours</td>
<td>Second Term</td>
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<tr>
<td>SW 314</td>
<td>3</td>
<td>SW 490</td>
<td>9</td>
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<td>SW 321 or SOC 410</td>
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<td>SW 494</td>
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<td>SW 422</td>
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<td>Social Work (SW) Elective</td>
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<td>General Elective</td>
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<td>16-17</td>
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<td>12</td>
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Total credit hours: 119-120

¹ Select One: SW 207, SOC 220, SOC 250, SOC 490 (must take 3 times), or WS 100

Electives in Social Work

A variety of electives designed to augment students' knowledge in specific social work
areas and fields of practice are offered through the social work program. Some of the most frequently offered electives include:

- SW 207 Racism, Sexism, and Other "Isms"
- SW 208 Disaster Preparedness Response
- SW 305 Social Work in Perinatal Settings
- SW 339 Child Welfare
- SW 428 Medical and Mental Health Social Work
- SW 454 Working with Addiction and Recovery
- SW 478 Special Topics in Social Work
- SW 499 Independent Study

**SW 207. Racism, Sexism and Other Isms**
This course is intended to provide students with opportunities to examine various aspects of culture and cultural diversity as those aspects impact on the delivery of social services. The course also examines the impact of discrimination and oppression on various social service consumer populations.

**SW 208. Disaster Preparedness**
This course uses a multi-disciplinary perspective on aspects of domestic disaster preparedness and response for natural and man-made disasters. This course provides review of current recommendations on disaster preparedness, local, state and federal response networks and organizations, and psychosocial aspects of response including sheltering, crisis intervention and psychological first aid. This course does not cover international issues.

**SW 305. Social Work in Perinatal Settings**
This course covers issues facing families in perinatal settings, providing an overview of the social work role from a generalist practice model. This course covers practice issues related to services to families during pregnancy, delivery and childbirth, and the neonatal period. Topics will be covered from a multidisciplinary perspective, highlighting the impact of culture and diversity during specified times of life transition, including medical and psychosocial issues. Social Work interventions will be discussed using an evidence-based framework.

This course addresses issues children face in today’s society and identify possible intervention strategies. This course will also identify current trends in service delivery and relevant policy issues concerning the health and well-being of children. Students will have the opportunity to examine the diversity of families in today’s society to better understand and appreciate the roles children play in their family systems.

**SW 428. Medical and Mental Health Social Work**
This course provides an introduction to and overview of working with people called “patients” in medical and mental health. Through this course, students will obtain a basic understanding on how to effectively assist individuals, groups, families, and
communities impacted by various illnesses. The role of the social worker on the care team in various settings will be examined. The course also examines special population groups, resource allocation, service delivery, and legal and ethical considerations.

**SW 454. Working in Addiction and Recovery**
This course examines the impact of substance use disorder on individuals, families, groups, organizations, institutions and communities. This course is recommended for students who want to expand their knowledge and sensitivity for understanding the special problems that substance use disorder brings to society. Course content includes identification of the various drugs of abuse, major theories of addiction, and examination of the psychological and physiological consequences of substance use disorder.

**SW 478. Special Topics in Social Work**
Study of current issues in social work.

**SW 499. Independent Study II.**
This course provides opportunities for student to pursue their specific interests in social issues and topics. Students will work closely with a faculty member to design readings, assignments, and/or activities to meet their learning goals. Instructor’s permission is required.
Honors Program

The Social Work Honors Program will provide preparation for graduate study or professional careers in Social Work. The program is designed to enhance students' problem solving skills, critical and independent thinking, and application of research/evidence-based practice. Honors students will benefit from one-on-one mentoring with faculty in the department, professional presentations and exposure which will enhance the student's understanding of the field and practice of social work. Students who complete the program will graduate “With Honors in Social Work”

MINIMUM ELIGIBILITY REQUIREMENTS

- Completion or currently enrolled in the following required social work courses (SW 100, 200, 203, 222)
- Declaration and acceptance into the social work major (application can be in the process of being reviewed at the time of submission)
- Must have a minimum 3.5 overall GPA and a minimum 3.8 GPA in required social work courses

APPLICATION PROCESS

Submit application material to the Department of Social Work office.

The application deadline(s) are as follows:
- Fall Admission – No later than 2nd Friday in March
- Spring Admission – No later than 2nd Friday in November

Submit a “Social Work Honors Program Application” with the following documents:
- A Honors Program Application Form* (see Appendix J)
- An unofficial copy of transcript
- A recommendation letter from an instructor of SW 100, 200, 203, or 222**
- A resume

*NOTE: The application must be typed.
**A recommendation letter must be sent directly to the Honors Program Director.

REVIEW PROCESS

- Review of application by faculty members
- Interview with the Honors Program Director, Dr. Stacy Moak

REQUIREMENTS

To complete the departmental honors program, students must earn 10 honors credit hours and must maintain a minimum 3.5 overall GPA and a minimum 3.8 GPA in required social work courses and honors courses through graduation. Honors sections will be offered in the following courses:
- SW 320 Honors (3 credits)
- SW 494 Honors (3 credits)*
• SW 498 Independent study (1 credit)**
• SW 496 Honors Seminar (3 credits)
• Note: We will be requesting a new course number
  *Must be taken as the required social work elective
  **Additional course for Honors Program students only

It is recommended that interested students make an appointment with the Honors Program Director (Dr. Stacy Moak, stacym@uab.edu) before submitting applications for direction and clarification.

**Proposed Program of Study for a Major in Social Work for Honors Students**

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<td><strong>SW 320</strong> (SW 320 Honors Research)</td>
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<td><strong>SW 496</strong> (Honors Seminar)</td>
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<td>Hours</td>
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<td><strong>SW 498</strong> (Honors Independent Study)</td>
<td>1</td>
<td><strong>SW 494</strong> (Honors Practicum Seminar)</td>
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**Total credit hours: 10**
Evaluation of Academic and Professional Performance

Students are informed of the criteria for evaluating their academic and professional performance. Throughout the curriculum, there are two types of opportunity for performance evaluation.

**Academic performance**

Students are evaluated by Social Work faculty in each course. Each faculty member outlines criteria for evaluating academic and professional performance for the specific course in the syllabus.

Instructor will post “early alerts” for students with whom the instructor has concerns throughout a semester to make students aware of their progress and performance in class.

Students should also be aware of the consequences of academic misconduct and dishonesty as outlined in each course syllabus.

**Professional performance**

The second opportunity for evaluation occurs within the field placement. This evaluation is multi-dimensional consisting of evaluation from the student, the agency field supervisor and the Field Director.
OPPORTUNITIES FOR SOCIAL WORK MAJORS:  
MAKING A COMMITMENT TO CONTINUING PROFESSIONAL DEVELOPMENT

Social work majors have an array of opportunities to get involved with the larger learning environment at UAB and professional social work. Getting involved also means building human relationships. Recognizing that building human relationships is essential to healthy social functioning, we believe that human relationships are the cornerstone of the social work perspective. In addition to the wealth of activities available to student in the university community, the UAB Department of Social Work offers special opportunities for social work students to participate in organizations, activities, community volunteer opportunities and to strive for honors and awards. Demonstrating a commitment to professional development, which is integral to our ethical standard of service others, enhances employability for graduates.

Student Social Work Organization (SSWO)
The SSWO's purpose is to stimulate interest in the field of social work within the University and community. The organization holds regular meetings, some of which feature guest speakers whom students request. SSWO also sponsors activities and community projects throughout the year. SSWO organizes student trips (at a reasonable cost!) to attend area social work conferences. Officers serve as mentors for social work students recently accepted into the Professional Program, affording them insight into upcoming classes, practicum information and other issues related to the UAB Social Work Program.

UAB students who wish to join the SSWO will find membership applications (see Appendix I) in the Department of Social Work office (Humanities Building, Suite 302, Room 302F). Students may sign up with SSWO through http://www.uab.edu/students/involvement/bsync.  For more information and/or questions, please see the BSW Program Director.

UAB Social Work Alumni Association
The UAB Social Work Alumni Association was organized in 2004 under the leadership of Lisa Higginbotham and Margie Gilbert. New graduates (within 1 year of graduation) join for $15. Students can contact Ms. Grace Dugger at gracedugger@gmail.com for more information.

National Association of Social Workers (NASW)
Our professional association encourages student membership and participation through substantially reduced annual dues, which actually does not even cover the cost of the flagship scholarly journal, Social Work. Members, receive the NASW News, a monthly newspaper with the latest practice and policy information as well as an employment section. NASW offers additional services to members too numerous to list here. The student membership rate extends through a graduate's first year of practice. Applications for student membership in NASW can be obtained online at http://www.socialworkers.org/join.asp, which is an excellent source of career development information.
**UAB Social Work Program's Continuing Education/Brown Bag Series**

Our program sponsors periodic continuing education opportunities for area social workers who seek continuing education credits to maintain Alabama social work licensure, for students who desire knowledge to augment their education, and for members of the helping professions within our urban community. These opportunities for students and professions are announced in social work classes, advertised though the SSWO’S e-mail service, and utilizing the NASW and UAB alumni mailing lists.

**Alabama/Mississippi Conference on Social Work Education**

All universities and colleges in the states of Alabama and Mississippi that have social work programs (BSW, MSW, PhD) have formed a consortium of educators and students to share new knowledge and skills to improve the quality of social work education in our respective programs. Annually, in the fall, the consortium sponsors an academic conference for students and educators. Student papers and faculty papers are selected for presentation and grouped logically into panels. Students are strongly encouraged to attend the conference to begin developing their commitment to continuing education and professional development. The conference is affordable and within driving distance from Birmingham.

**Alabama Conference of Social Work**

Students are encouraged to join (for $10.00 annually) this organization comprised of social work practitioners, educators, and students. Each year, the organization sponsors a conference designed to increase practice-knowledge and to facilitate networking among members of the social work community. Faculty members have information regarding membership. Students who plan to practice in Alabama are encouraged to participate so that they can begin to form professional relationships with professional social workers ([http://www.acsw.org](http://www.acsw.org)).

**Phi Alpha**

UAB's Social Work Program holds the Eta Beta chapter charter for social work's national honor society, Phi Alpha. To qualify for induction, a social work major student must have a 3.0 overall grade point average and a 3.6 social work grade point average in required social work courses. Eligible students are notified by letter and are inducted at a reception held in their honor. The distinction recognizes students who have attained excellence in scholarship. Their website is: [http://www.phialpha.org](http://www.phialpha.org).

**Awards and Scholarships**

**Dean's Award**

This is a prestigious award that is given to students in College of Arts and Sciences. Student must meet the following criteria to be eligible for nomination.

1. GPA 3.0 minimum in work attempted at UAB.
2. An accumulation of 90 semester hours of satisfactory work (i.e. senior-level status).
3. Completion of 12 hours of advanced work at UAB.
4. All persons completing work for the degree since the last regular commencement are to be considered eligible.

In addition to these criteria, student must demonstrate the below:

- Employment:
- Publications or exhibits or creative performances and activities (e.g., publications or creative activities including books, articles in referenced journals, chapters in books, concerts, plays performed, art shows, etc.)
- Presentations at professional meetings
- Leadership positions: Positions of administrative or managerial responsibility within any UAB approved organization, community service organization, or professional society
- Community activities: Participation by a student in those services which are non-campus related and community based in origin. Activities for which individuals received a fixed compensation will not be considered.
- Scholastic awards or recognition (Including membership in honorary societies and professional achievements)
- Non-scholastic awards or special recognition
- Service to department, school or university
- Extracurricular activities: Participation by a student in an activity approved by UAB either academic, non-academic, or professional, which is not required for scholastic credit.

**Department Outstanding Student Award**
Each academic year, one social work student who will graduate during the current academic year is named the "Departmental Outstanding Student." The social work faculty nominates an individual who has achieved an outstanding grade point average and who has also demonstrated scholarship and contributions through participation in academically-related university community activities. The designee is honored in conjunction with May commencement activities.

**The Norman Eggleston Award**
The social work faculty may nominate one social work student each academic year who exemplifies overcoming significant adversity or obstacles to attain the social work degree with distinction. Despite hardships encountered, the recipient of this honor perseveres toward graduation while maintaining an excellent grade point average and finding time to enrich others' lives. The award emulates the life of its namesake, Dr. Norman Eggleston, the program's founder. Dr. Eggleston overcame adversity associated with growing up in foster care; he persevered to attain his undergraduate degree, an MSW, and subsequently his doctorate from the prestigious University of Chicago.
Students who are nominated for each award (i.e., Dean’s award, Outstanding Departmental Student award, Norman Eggleston award) will be contacted by the BSW Program Director. Students may be required to submit additional supporting materials. Each nominee will be reviewed by the BSW Program Committee. The BSW Program Committee will make a final recommendation for each award.

For other scholarship information, please see Appendix K.
UAB’S BSW PROGRAM GENERAL POLICIES

The Department of Social Work Program ascribes to all UAB policies and procedures governing students and faculty. Additionally, the Department incorporates policies that are based on our professional ethics and that reflect CSWE’s standards for accredited baccalaureate programs. Specific policies governing the Application to Major Process and policies related to Field Practicum are stated elsewhere in the Handbook.

Commitment to Diversity

To actualize professional values that uphold the right of individuals to dignity, respect, and self-determination, the Social Work Program strives to build a learning community in which individuals diminish biases, develop tolerance, and learn to appreciate diversity. In keeping with this pledge and commitment, the Social Work Program welcomes students, faculty, and staff who represent the rich human diversity of characteristics, values, and beliefs reflected in the various races, colors, ethnicities, religions, sexes, national origins, ages, sexual orientation, and political orientation. Vietnam-era veterans, disabled veterans, and persons with disabilities unrelated to program performance are also welcomed.

By extension, the social work program proactively promotes appreciation for diversity by seeking to enlist community advisors and field agency supervisors who represent the spectrum of human diversity as well as to recruit host social service field placement agencies that represent commitment to diversity.

The program’s policy for minority student recruitment and retention (and others who add to the human diversity of the learning community) includes:

- Utilizing speakers who serve as role models for minorities;
- Selecting assignments that celebrate diversity;
- Encouraging and scheduling individual conferences with faculty members for all who express and interest in social work as a career;
- Mentoring of those who express an interest in social work by members of the Student Social Work Organization (SSWO);
- Reaching out by SSWO officers and executive board members to all who enroll in social work classes to invite individuals to meetings and social activities and to participate in fund-raising or community service projects;
- Providing one-to-one assistance in developing and improving writing skills for individuals who come from impoverished educational backgrounds.

Students’ Rights and Responsibilities
As UAB students, individuals enrolled in social work classes—majors, minors, and those who are seeking other degrees, are afforded rights and privileges that include freedom from discrimination based on race, color, ethnicity, national origin, religion, sex, age, sexual, orientation, political orientation, or Vietnam veteran status, disabled veteran status or disability unrelated to program performance. Additionally, students have the right to learn in an environment free from sexual harassment, to have entitlement to intellectual property ownership, and to have rights in relation to educational records as promulgated in the General Education Provisions Action. Students have the right to seek redress through established institutional procedures outlined in the UAB Undergraduate Catalog: 2014-2015 (http://catalog.uab.edu/undergraduate/).

Students have the right to receive faculty support in order to maximize academic potential. Accordingly, students have the right to expect social work faculty members to post and keep regular office hours and to be accessible to students at other times as scheduled by appointment. Students have the right to expect to communicate expeditiously with faculty via telephone, e-mail or in writing. Students have the right to request faculty consultation necessary and appropriate for understanding assignments and avenues available for improving skills.

Students have the right to receive in written notification of classroom policies (i.e. policies stated in the course syllabi), decision regarding social work major status outcome, requests for policy waivers, and curriculum requirements.

Students have the right to file an academic appeal/complaint/grievance. The general policy regarding student grievances can be found in the UAB Undergraduate Catalog: 2014-2015 (pp. 67 – 68); http://catalog.uab.edu/undergraduate/).

Students are responsible for conducting themselves in a manner concordant with the ethical principles and standards of UAB’S academic community and with the ethical standards of the social work profession. UAB’S policy regarding academic misconduct includes abetting, cheating, plagiarism, fabrication, and misrepresentation. Policies regarding non-academic conduct violations include inhibiting the “institution’s pursuit of its educational objectives,” disregarding the “rights of other members of the academic community,” and disregard for “safety to property and others” (UAB Undergraduate Catalog: 2014-2015).

In the social work learning community, students are expected to strive to uphold the ethical standards as stated in the NASW Code of Ethics. Gross violations of the Code that correspond to UAB policies regarding academic and non-academic misconduct are subject to the disciplinary action prescribed in the UAB Undergraduate Catalog: 2014-2015.

Students are responsible for self-initiating the Application to the Professional Program and the Application to Field Placement when they are eligible to apply. Students are also responsible for seeking course-scheduling advisement from the CAS Academic
Advisors and for initiating consultations with the Program Director when advisement is desired. The faculty suggests meeting with advisors each semester. Additionally, students are responsible for registering and/or withdrawing from classes in a timely manner.

**Curriculum**

UAB’s Social Work Program curriculum requirements are stated in the UAB Undergraduate Catalog: 2014-2015 (http://catalog.uab.edu/undergraduate/). Additionally, explanations are highlighted throughout this Handbook; and social work faculty and CAS academic advisors are well-versed in curriculum requirements.

Additional policies that are not stated in the UAB Undergraduate Catalog, but are mandated by CSWE include:

**No credit for life experience**

Life or work experience may not be substituted for earning academic credit in any social work professional foundation course or in lieu of field placement.

**Proficiency exams**

Proficiency exams for class placement or graduation are not required. However, transfer credits from an accredited college or university or an institution of higher education that has acquired candidate status from a regional accrediting body recognized by the American Council on Education are generally accepted by UAB and, therefore, by the Social Work Program.

**Curriculum Uniformity**

Curriculum committees comprised of all full-time faculty who teach in teach specific curriculum area (practice, HBSE, policy, research, field practicum) and a student representative shall meet with part-time and/or adjunct faculty who teach in that area to ensure horizontal consistency in overall goals and objectives across course sections. The Social Work Advisory Board will periodically review course curriculum during their annual retreat with the faculty. The faculty will also ensure that the course goals and objectives are reflective of program curriculum goals.

**Appointment to committees**

Student representatives are appointed by faculty to serve on the ad hoc committee for curriculum development and course scheduling and the ad hoc committee for policy and procedure. All students are invited and encouraged to participate in the faculty search process by attending candidate presentations, interviews and completing feedback forms. Students who are interested and willing to serve on committees are encouraged to contact the Program Director.
APPLYING FOR FIELD PLACEMENT

Students apply for the field practicum (SW 490) when they have completed or are enrolled in Practice of Social Work II (SW 422). Time is allotted in SW 422 to guide students through the completion of the application process as well as to provide a beginning orientation to field practicum.

The Process
The Application for Field Placement includes:

1) submitting a completed application package;
2) meeting with the Field Faculty to discuss placement site availability and student preference;
3) participating in a pre-placement interview with the prospective agency field supervisor; and
4) engaging in a follow-up discussion with the Field Faculty to finalize an agency placement.

1. The Application Package
The application package consists of: (1) the Field Practicum Planning Guide (see Appendix B); (2) the Curriculum Checklist signed by the designated CAS academic advisor (see Appendix A); (3) a photocopy of the student's driver's license, automobile insurance card, and medical health insurance card; and (4) a current resume.

Separately, the Field Faculty will collect faculty observation forms from instructors in SW 322 and 422. The goal of these forms is to provide the Department of Social Work with a record of a student's ability to demonstrate professional behavior in the classroom (See Appendix G).

Students must:

- Have an overall grade point average of 2.25 and Social Work grade point average of 2.5 or better
- Have completed the prerequisite coursework for SW 490
- Be eligible at the end of the practicum experience for graduation

If students do not meet the criteria, they will be notified and advised to apply again when they meet all criteria. Any student wishing to take one additional course while in field placement must make a formal request to the BSW Field Faculty using the Additional Course Request for Field Placement (Appendix B-1). Students are not allowed to take SW 422 while in Field. Students have the right to appeal and follow the grievance procedures as stated in the Student Handbook and UAB Undergraduate Catalogue (http://catalog.uab.edu/undergraduate/).

The Field Faculty notifies students in SW 422 about application process and interview deadlines. A copy of the application is in Appendix B.
2. Student-Field Faculty initial meeting
At this meeting, each student and the Field Faculty review all of the various documents to evaluate the student’s learning needs and to discuss both the student’s interest and concerns regarding the placement site selection. Based on this information, the student and the Field Faculty collaboratively select a prospective placement site.

Questions about the placement site availability often include the following:

How is the placement site selected?
The selection of field placement settings is based on consideration of the student’s learning interests conjoined with UAB’s Social Work Program's curriculum goals and placement site criteria. Placement sites may be governmental institutions or nonprofit social service agencies, which have social service units. There are three primary requirements that an agency or social services unit must meet to qualify as a field placement site:

(1) The agency or unit must provide the student with an immediate supervisor who holds either an CSWE-accredited baccalaureate or master’s social work degree and is able to provide at least four hours per week of professional guidance to the student; and

(2) The agency or unit must be able to provide the range of opportunities and tasks needed to evaluate the student's performance.

(3) The agency representative must enter into a signed agreement with the UAB BSW Social Work Department (see Appendix D)

Other requirements and responsibilities are delineated in the UAB Field Practicum Agreement. The list of approved agency field placement agencies may be found in Appendix C.

Are placement sites available outside the greater Birmingham area?
In most instances, placement settings are located within the Birmingham-Jefferson County area. Placements outside the usual geographic area are possible, but unusual. Such considerations involve very specific student needs, the availability of appropriate supervision, UAB Social Work Program budgetary and faculty time constraints, and agency's ability to meet the requirements delineated in the Field Practicum Agreement (see Appendix D). Any student with extenuating circumstances is advised to discuss the situation with the Field Faculty the semester before taking SW 422 (Practice of Social Work II).

Can new placement sites be suggested by students?
On occasion, a student may be familiar with a particular agency and want to complete the field practicum experience at that site. Since the Field Faculty recruits placement sites continuously, students simply needs to apprise the Field Faculty of requests. The Field Faculty will then contact the director of prospective site to explore the possibility.

Is it feasible for students to work full-time in an outside job during placement?
The field practicum experience is full-time work. The average practicum work week is thirty (32) hours per week (Monday-Thursday). SW 494 Field Practicum Seminar meets once a week. The entire practicum experience lasts one semester. Students negotiate the scheduled academic semester breaks with their agency supervisors around the needs of clients.

The ability to maintain financially while immersed in the field practicum experience depends primarily on advanced planning, accurately anticipating and saving enough funds to cover basic expenses and tuition. Some students increase their financial loans or grants during that semester. Others save regularly knowing that working enough hours at a “second job” while in field placement is impractical. Students who usually work 30 or more hours per week find it extremely taxing. In short, it is unreasonable to attempt to work than 15 hours per week and successfully pass the field practicum experience. Students are encouraged to engage in the problem-solving process and find creative solutions that will enable them to complete the field practicum experience in the prescribed time allotment (one semester).

The faculty are sensitive to the financial demands associated with this aspect of the curriculum. All faculty members are willing to collaborate with students and to facilitate creative solutions wherever possible. For instance, students who are currently employed in a social service agency may negotiate with employers for a reassignment of tasks that will provide appropriate learning experiences required for field practicum. The Field Faculty determine the suitability of tasks.

Additionally, with the Field Faculty’s approval, students may negotiate with potential employers for a paid employee-trainee ship with the stipulation that upon graduation the student will become a full-time employee of the agency. Under this arrangement, an agency economically trains new employees through their probation period. Students may also research scholarship opportunities, co-op opportunities (often available in federal agencies) or grant opportunities to supplement income during the field practicum.

Are any stipends available?
UAB’s Social Work Program offers Title IV-E stipends for students placed at any Department of Human Resources county office. Students must meet the following qualifications:
- Be enrolled as a senior and be admitted into field practicum
- Have an overall 3.0 GPA
- Be willing to complete a minimum of a 450-hour field placement with DHR
- Have completed SW 339 with a C or better
Interested students must complete a IV-E application. For an application packet or more information, please make an appointment with Field Faculty.

Students who choose to receive the optional stipend are expected to accept employment should positions be available when they graduate.

**May field practicum experience be completed on a part-time basis (fewer hours over a longer consecutive span of time)?**

*Our policy is that we do NOT grant permission to extend field placement to allow student to work full-time at other jobs.* Unfortunately, occasionally students neglect to inquire about the field practicum experience and their desire to work full-time, they mistakenly assume that they can extend the time it takes to complete field practicum. However, the Field Faculty is willing to engage in the problem-solving process with students to brainstorm and facilitate creative solutions that enable students to complete placement in the prescribed time.

The aforementioned questions represent the most typical concerns students present. However, all concerns and questions need to be addressed during the initial student-Field Faculty meeting so that fully-informed decisions regarding field placement can be made. The meeting concludes with a consensual agreement upon prospective field placement site.

**The pre-placement student-agency supervisor interview**

The Field Faculty contacts the prospective placement agency representative. If the representative agrees to consider hosting a student for field placement, the Field Faculty notifies the student to arrange an interview with the prospective agency field supervisor. The student should ask for site location, directions and parking arrangements, as needed. The student should regard this interview as comparable to a professional job interview and dress in business attire, demonstrating a professional demeanor. Additionally, in keeping with professional interviews, the student takes a copy of his or her resume to present to the field agency supervisor, and a small pad and pen for note taking.

The overall purpose of the interview is to determine if the student and the agency are a good match. The student should be prepared to respond to the prospective supervisor’s inquiries about the student’s experience and preparation for practicum, the student’s goals for the practicum experience, and what the student plans to do following graduation.

The student is responsible to notify the Field Faculty that the interview has been held. At that time, a follow-up discussion can be scheduled with the Field Faculty. Students who need help with interviewing skills should discuss with the Field Faculty and consider participating in a mock interview with UAB Career Services ([http://www.uab.edu/careerservices/](http://www.uab.edu/careerservices/)).
The Follow-up Discussion
After the student and agency field supervisor interview has been conducted, the Field Faculty elicits the prospective agency field supervisor’s appraisal of the student-agency match quality.

Next, the Field Faculty will contact the student to elicit the student’s appraisal on the placement site. If all parties agree, the placement is set. If either the student or the prospective agency field supervisor is not satisfied that the placement constitutes a good match for the student, another prospective site will be selected and the process will be repeated.

The final determination of placement sites is the ultimate responsibility of the Field Faculty. The Field Faculty will attempt to place a student, but cannot guarantee the student’s first or second preference for a field placement agency.
SECTION III: FIELD PLACEMENT
PRACTICING, INTEGRATING, AND SYNTHESIZING

INTRODUCTION

Purpose
This section of the Handbook for Social Work Students at UAB explains the goals and objectives, processes, policies, and procedures relevant to the field practicum component of the curriculum. It prepares students for what to expect regarding field practicum, and it guides agency field supervisors and UAB social work faculty in their collaborative efforts to graduate competent baccalaureate social workers (BSWs). Competent BSWs are those who are prepared to meet the demands of beginning-level generalist practice in an increasingly complex world.

Goals and Competencies
The field practicum experience and its concurrent field practicum seminar represent the culmination of the BSW curriculum. The two primary goals of the field practicum experience are: (1) To provide the opportunity for social work majors to utilize knowledge, values, and skills acquired in the classroom; and (2) to hone practice skills to the level that students are considered ready for beginning-level professional generalist social work practice when they graduate.

Student acquisition of nine interrelated competency areas is emphasized and evaluated:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Within the nine competency areas that serve as broad educational objectives, specific and measurable practice behaviors and skills are assessed. The assessment items are contained in the UAB Social Work Program Field Practicum Midterm and Final Evaluation.
THE FIELD PRACTICUM EXPERIENCE STRUCTURE

Various components and elements shape the structure of the field practicum experience:

The Learning Agreement
In collaboration with his or her agency field supervisor, each student negotiates a learning agreement that specifies activities, tasks, experiences and opportunities that will be afforded to the student during the course of the practicum (see Appendix E). The learning experiences and tasks should provide opportunities to assess the student's performance and proficiency in the nine competency areas.

Tripartite Conference
The agency field supervisor, the student, and the Field Faculty will meet at least three times during each placement period in a tripartite conference. The initial conference is to review the negotiated learning agreement and to discuss specific concerns of any of the participants. The second conference is held to discuss the midterm progress report and to set learning priorities for the remainder of the practicum experience. The third conference is to address the final evaluation of the student's performance in the field. Conferences and interchanges beyond the required number are encouraged to facilitate open communication and to exchange pertinent information.

Field Practicum Seminar
The field practicum seminar (SW 494), held weekly throughout the duration of field placement, is the primary vehicle for students to integrate classroom knowledge and practice experience. The seminar serves as the bridge between theoretical and practical learning whereby students share experiences with members of their cohort. The sharing facilitates peer consultation and offers mutual support that builds confidence. Moreover, the field practicum seminar assists students in focusing on the processes inherent in the collaborative helping relationship.

FIELD PRACTICUM POLICIES AND PROCEDURES

I. Comportment
Students are expected to comply with their respective practicum agency's personnel policies-and-procedures regarding attendance, punctuality, personal demeanor, appearance, signing in/out, and scheduling, plus policies regarding personal safety, sexual harassment, and discrimination. Additionally, students are expected to conduct themselves within the boundaries of the NASW Code of Ethics (2008) and any other code(s) adopted by the practicum setting.

Contact hours, leave, and compensatory time
All students are expected to complete 450 contact hours over the course of one semester to receive academic credit. Agency field supervisors determine student work-schedules and assignments, including client contacts or caseload, attendance at
meetings and conferences, and research projects. The delivery of quality client services is the main concern when considering student requests regarding their schedule. Agency field supervisors should approve any modifications in student schedules or assignments prior to such occurrences.

Students do not earn personal leave or sick leave during their practicum experiences. Any make-up-time from regular practicum schedules must be negotiated with their agency field supervisors. Students may and usually do, however, accumulate more than the prescribed 450 contact hours.

All compensatory hours (“comp time”) must be scheduled and approved by the agency field supervisor. Students may not accumulate compensatory hours to use as a block at the end of their semester placement, in effect finishing placement prior to the end of the semester.

Additionally, to ensure continuity in client service, students may be expected to work a sufficient number of hours during UAB’s academic breaks. Academic break schedules must be negotiated with agency field supervisors.

**Continuing Education Requirement**

Students are expected to accumulate, as part of their 450-hour requirement, a minimum of ten (10) contact hours of social work continuing education. Agency field supervisors must approve any continuing education students plan to attend. Following the continuing education event, students are to submit to the Field Faculty continuing education verification documents that display the agency field supervisor’s initials.

**Confidentiality**

Students need to pay very close attention to the NASW Code of Ethics (2008) guidelines on confidentiality and the field placement agencies policies on confidentiality. They must also sign the “Statement of Confidentiality” form (see Appendix F) that will be provided by the Field Faculty.

**Personal Safety**

The program and agency are concerned about students’ personal safety. Personal safety issues are initially addressed in SW 422 (Practice of Social Work II) and again in SW 494 (Field Practicum Seminar). Additionally, each student is expected to ask his or her agency field supervisor for personal safety guidelines and procedures and policies preferably in writing.

**Liability**

The University requires that students carry liability insurance. The University charges students a fee that will cover the cost of the student’s coverage by the University’s student/intern liability insurance plan.

**II. Grading**
Students are evaluated by their agency field supervisor twice during the practicum experience using the online SWEAP Field Placement/Practicum Assessment Instrument (FPPAI). At the end of the first 30 days of the placement, agency field supervisors complete the Midpoint FPPAI, which is then discussed at the second scheduled tripartite conference. At the end of the semester, agency field supervisors complete the Final FPPAI and subsequently discuss it at the third scheduled tripartite conference. Based on the agency field supervisor’s rating, the Field Faculty assigns the student either a PASS or FAIL grade.

III. Reasonable Accommodations
UAB’s Social Work Program is committed to providing reasonable accommodations under the 1990 Americans with Disabilities Act (ADA) for students who have disabilities. UAB’s Office of Disability Support Services (DSS) stipulates the reasonable accommodations that are needed by a particular student. The Field Faculty works with UAB’s Office of Disabilities Support Services (DSS) to ensure students are provided a placement site that affords the stipulated reasonable accommodations.

IV. Placement Disruption
Disruptions in placement usually are limited to either the inability of the agency to continue to provide suitable learning opportunities or a health-related or personal circumstance that prohibits the student from completing requirements of field practicum. Agency-related circumstances result in expedited efforts to secure an alternative placement for the student with the expectation that the student will be able to complete the field practicum component as scheduled within the semester. Short-term health-related or personal circumstance issues must necessarily be addressed on an individual basis with the expectation of facilitating the student’s completion of the field practicum component in a timely manner. However, personal circumstances or health-related disruptions that interfere with the scheduled time frame will almost certainly result in repeating the entire practicum experience.

V. Students currently employed in Social Services Agencies
During the pre-placement process if the student is interested in using their current place of employment the Field Faculty discusses the requirement to have a clear division and a substantive difference between the student’s regular duties and the field practicum. The Field Faculty contacts the prospective placement agency representative and if the representative agrees to consider hosting a student for field placement, the Field Faculty schedules an interview with the prospective agency field supervisor. At that interview, a practicum work schedule is developed that delineates the times and days the student will be engaged in practicum activities as well as the regular work schedule for the student. Moreover, we require that the agency provide documentation that students’ field supervisor is different from their supervisor in their employment setting.
All students are required to complete a Learning Agreement that links their practicum activities to the CSWE competencies and practice behaviors. The Field Faculty reviews the Learning agreement to ensure that the activities, roles and responsibilities for the practicum experience is different from the activities, roles and responsibilities of the student’s regular job duties. There must be a clear division and a substantive difference between the student’s regular job duties and the field practicum.

VI. Termination from placement:
A decision to terminate a student from a placement setting is generally based on the student's inadequate performance, unethical conduct, or inappropriate behavior. Termination from placement can be initiated by either the placement agency’s representative or the Field Faculty. Student performance-related issues necessitate the initiator's specification of concern. The three broad competencies identified earlier in this section (Section III) of the Handbook reflect the values, standards, principles, and responsibilities prescribed in the NASW Code of Ethics and, therefore, encompass student performance issues. Incompetence, ethical misconduct, or impaired behavior as stipulated in the Code all constitute reasons to initiate requests for termination from placement.

Procedure
Requests for placement termination may be initiated by the agency field supervisor (or by the agency field supervisor at the behest of the agency's executive director) or the Field Faculty. Prior to formally requesting a student's termination from placement, the agency field supervisor, Field Faculty, and student discuss the concerns to ensure all perspectives are included and an accurate assessment of the student's performance has been made. The three parties explore options for correcting the concerns. If a solution cannot be found or reached within the existing agency setting, the formal request is initiated. The following steps are followed:

1) The student will be terminated from the existing placement immediately after clients’ continuation of services is assured (this may include student terminating with clients, if warranted).

2) The Field Faculty will make one of the following determinations.

   It is indicated and warranted for the student:
   
   (a) To reapply for field placement after taking remedial action and successfully eliminating conditions or factors that led to termination of the student's placement prior to reapplying for field placement;

   (b) To be counseled out of the program; or
(c) To initiate disciplinary action against the student in accordance with policies governing student nonacademic misconduct at UAB in accordance with the policies set forth in the UAB Undergraduate Catalog: 2017-2018. Violations of this nature, such as the commission of felonies, generally result in dismissal from the university.

3) The Field Faculty meets with the student to deliver the outcome and also delivers the outcome in writing. The written document includes notifying the student of his or her right to appeal and reference to the University's appeal policies and procedures.
FIELD PRACTICUM GUIDE
PRACTICUM SITE QUALIFICATIONS

The UAB Department of Social Work has worked with many community agencies to provide quality field education. The following is a list of requirements for each agency:

- A social service agency that is recognized in the community as an established credible agency that employs licensed social workers.

- Provides a range of foundation and/or specialist services for students that will facilitate students’ development of values, knowledge, skills, and the development of professional self.

- Meets and maintain accepted professional standards for the practice of social work.

- Provides an orientation for students to the practices, policies and procedures of the agency.

- Provides qualified MSW supervision (BSW when there is no agency MSW) for student(s) assigned to the agency.

- Furnishes the space, materials and/or equipment required to execute agency functions (e.g., work space, telephone).

- Negotiates with Field Faculty to provide learning experiences deemed appropriate to meet the educational needs of students.

- Allow the Field Faculty when warranted, access to agency records in order to evaluate student performance.

A list of approved agencies can be found in the end of this Handbook.
FIELD SUPERVISOR QUALIFICATIONS

The UAB Department of Social Work ensures that all field supervisors meet the following qualifications:

- Must be a licensed MSW or BSW with a minimum of two years of social work experience.
- Participate in Field Supervisor orientation, training, and biannual Agency/Academic Exchange Meetings.
- Assist the student in the development of an individualized learning agreement.
- Participate in Tripartite Conferences.
- Complete periodic reviews of student progress.
- Notify the Field Faculty of any problems regarding students and their responsibilities and to work toward the resolution of any such problems.
- Provide face to face supervision at least four hours per week.

TRAINING FOR FIELD SUPERVISORS

Orientation and training for new field supervisors is required prior to placement of any student. New Field Supervisor training and orientation is offered prior to the Fall and Spring semesters. Training includes an overview of the UAB BSW program and curriculum, the general duties and responsibilities of field supervisors and their role as teacher at the field site. Additionally, field supervisors are given instructions on assisting students with learning agreements, helping students identify strengths and needs and completing midterm and final student evaluations. The Social Work Department also sponsors periodic continuing education opportunities for area social workers who seek continuing education credits to maintain Alabama social work licensure, for students who desire knowledge to augment their education, and for members of the helping professions within our urban community. Opportunities are announced in class advertised though the SSWO’S e-mail service, and NASW and UAB alumni mail out lists. Field supervisors are invited to attend free of charge.
Appendix A

Application to the Professional Program Instruction

Admission to Professional Program Timeline

Accepting applications: **September 6 (W) – October 1 (Sun)**

- It is extremely important that you make an appointment with Mr. Hubbard (205-934-6135) in your early convenience so that you can get more information on the admission process and the “key code” to sign up with TaskStream (www.taskstream.com).
- Note that after October 1, you will not be able to submit your application. Make sure that you submit your application before or on October 1. Do not wait until the last minute to complete your application.
- After you submit your application, you will be added to another template to write your essays. It may take up to 3 business days.

Essays due by **October 8 (Sun)**.

- Note that after October 8, you will not be able to submit your essays. Make sure that you submit your essays before or on October 8. Do not wait until the last minute to complete your essays.
- Make sure that you answer all 4 questions following the instructions.

Reviews will happen between October 9 (M) and October 22 (Sun).

Decisions will be made between October 23 (M) and October 26 (Th).

You will be notified of your admission status, after all decisions are made, by the end of October.
Registration Instructions for the UAB Department of Social Work

Note: To ensure proper registration please follow the instructions closely

- Go to [www.taskstream.com](http://www.taskstream.com)
- On the Taskstream home page click the Create / Renew Account link located in the navigation bar in the upper left-hand corner of the page.

**Activate Subscription**

In Step 1 “Activate Subscription” take the following steps:

1. Select “Create a new TaskStream subscription”
2. Under “subscription option” select **Option 2** and enter the key-code that you received from your academic advisor in the Information Packet.

3. Select “Continue”
In **Step 2** take the following steps:

*PLEASE NOTE: IF YOU DO NOT FOLLOW THIS SET OF INSTRUCTIONS CAREFULLY YOU WILL NOT BE PROPERLY REGISTERED IN TASKSTREAM AND WILL NOT BE ABLE TO SUBMIT YOUR ESSAY.*

- Next to **“School”** select: **College of Arts and Sciences**
- Next to **“Group”** select: **Student**
- Next to **“Department”** select: **Department of Social Work**

In **Step 3 “Personal Information”** complete each field then review and accept the terms and conditions:
In Step 4 “Confirm Registration” take the following steps:

- To edit your information select the “Edit” button, or
- If your information is correct select “Continue.”

The next page will display the link to the TaskStream home page. After selecting the link, enter your username and password to begin using your account.
TaskStream Instructions for Applicants – Application

After you sign up with TaskStream, you will see a template named, “BSW Program Application Fall 2017.”

- BSW Program Application Fall 2017

This is what you should see after clicking “BSW Program Application Fall 2017” and “Complete Application Form Here”

You should see “Form” in Blue at the top.

Also, notice the due date (10/1). It is very important that you SUBMIT your application by the deadline.
Click on “Form” and you will see the application where you would need to fill out the blanks and “save and return.”

### BSW Professional Program Application

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After you fill out required information, make sure that you “SAVE and RETURN.”

<table>
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<th>Acknowledge that I have read the Social Work Student Handbook located on the Department of Social Work website.</th>
<th>Yes</th>
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If you have not read Social Work Student Handbook, visit wub.edu/socialwork and go to Academic Programs/Undergraduate.
Then, you will see:

You are now ready to submit your application by clicking on “SUBMIT WORK.”

Then, a window will pop up and ask if you are sure to submit the application form.

Click on “YES – SUBMIT MY WORK.”

After clicking on “YES – SUBMIT MY WORK,” you will see two options: “CLOSE WINDOW” OR “PRINT THIS CONFIRMATION.”
The last thing you will see as a confirmation that you have submitted the application would be:

After you submitted your application, **you will be added to another template** (Admission to UAB Social Work Program Fall 2017) to complete your written part of the application. **This may take up to 3 business days.** That is why it is very important that you complete the application in advance, not at the last minute.
After you are assigned to “Admission to UAB Social Work Program Fall 2017,” you will be able to start working on your essays.

Click on “Social Work Application” and then click on “Form” or “complete this form."

You will see assessment essay questions.

You may type directly into the “box” or you can type in Word and copy and paste into the “box.”
You will see four (4) questions.

After you answer all four (4) questions, click on “SAVE AND RETURN.”

After you “SAVE AND RETURN,” you will be able to submit it.
Academic Advisor’s Review Form

**NOTE that this form will be filled by your academic advisor in TaskStream after you complete your application form in TaskStream.

Student’s Name: ________________________________

_____ Does this student have an overall grade point average of 2.25?

Comments:

_____ Does this student have Social Work grade point average of 2.5 or better?

Comments:

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<td>SW 222</td>
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Comments:
*Note that the Academic Advisor's Checklist will be uploaded to TaskStream after you complete your application in TaskStream.
Appendix B

BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

Field Practicum Application Packet

Student’s Name: _____________________________________________________

Application Date: ____________________________________________________

Application Package Contents

Checklist

_____ Academic Advisor’s Review

_____ Practicum Planning Guide

_____ Copy of Driver’s License and Automobile Insurance Card

_____ Medical Insurance Verification Form

_____ Personal Resume

_____ Faculty Observation Sheet (will be obtained by the Department from instructors in SW 322 and 422)
Academic Advisor’s Review for Field Application

Student’s Name: _______________________________________________________

_____ Does this student have an overall grade point average of 2.25 and a Social Work grade point average of 2.5 or better.

_____ Has this student completed the prerequisite coursework for SW490?

_____ Has this student developed a plan for completing coursework for graduation?

Comments:

Advisor’s Signature: ________________________________

Date: ________________
Field Practicum Planning Guide

Identifying Information

1. Student’s Name and Address:
Name: _________________________________________________________________
Address: __________________________________________________________________
City _____________ State _____________ Zip ______________

2. Student Number: _________________________

2a. E-mail address: ___________________________

3. Anticipated Field Practicum Start – Academic Semester: ________________

4. Local Telephone(s): Home: _____________________
Other: _______________________

   Emergency Contact Person:
   Name: __________________________________________________________________
   Telephone Number: __________________________________________________________________

5. Date of Birth: _____/_____/_________ Age: ______

6. Are you currently working in addition to attending school?
   Employment: __________________________________________________________________
   Phone: _____________________
   Address: __________________________________________________________________
Do you plan to continue working during the period of your field practicum?

Yes_____ No_____

If yes, with this same employer?  Yes_____ No_____  

If yes, give name, address, and telephone number of employer (if known at this time)

______________________________________________________________

7. Dependent Children:  Number__________

   Ages________________

8. Other Persons Dependent on You

   Number______

   Ages________________

Experiences Relating to Social Work Practice

9. Please list and describe any/all volunteer experience(s) you have had or are presently having.

10. Please list and describe any/all civic or professional organizations in which you are or have been actively involved.
11. Please describe any/all special skills, hobbies, interests, or talents you possess that you feel you could teach to others.

12. List your agency or client group practicum site preferences

13. Discuss areas/issues of Social Work Practice which you want to study further or learn more about during the course of your practicum experience.
Field Practicum Transportation

Student’s Name: _____________________________________________________

14. Will you have you own transportation to get you to and from the practicum setting and to use during the course of practicum activities?
   Yes_______ No________
   If No, what transportation arrangement options are available?

15. Do you have a valid and current Alabama’s Driver License?
   Yes_______ No_______
   Do you have another state’s driver’s license? Yes____ No_____
   If Yes, which state______________
   *Attach a copy of your driver’s license with this application.

16. Do you have liability insurance coverage on your vehicle? Yes_____ No_____
   *Attach a copy of your automobile insurance card with his application.

17. Have you ever been involved in a traffic/automobile accident?
   Yes_____ No______
Health and Professional Liability Insurance

Student’s Name: _____________________________________________________

18. Health Insurance

Do you have health insurance?  Yes_____ No_____

*If Yes, attach copy of current coverage/ card.

If No, remember, you must have personal health insurance coverage before you can enter the Field Practicum.

19. Professional Liability Insurance

Are you covered by professional liability insurance? Yes_____ No_____ 

Students will be charged an additional fee when you register for SW 490, the Field Practicum.
Field Practicum Planning Guide

Student’s Name:_____________________________________________________

*** CONFIDENTIAL ***

The following information is needed to be sure that students in the field practicum are appropriately placed in agency settings. The information also is used to assess students’ needs for additional advising and assistance from social work faculty members. Please check all of following items as they apply to you and be prepared to discuss those items you mark “Yes” with the Field Faculty. All items checked and information given pertaining to those items will be kept in strictest confidence. However, some of the information may be shared with social work faculty members when necessary to finalize practicum plans.

21. Employment Problems

Ever been fired from a job?  Yes____ No____
Ever been on job probation?  Yes___ No____
Ever had frequent absences? Yes____ No____
Ever had frequent tardiness? Yes____ No____

22. Legal Problems

Ever had any misdemeanor convictions? Yes____ No____
Ever had any felony convictions?    Yes____ No____
Ever had any DUI/SWI?    Yes____ No____
Ever had any Period(s) of Incarceration?  Yes___ No____

23. Substance Abuse Problems

Ever had problems with alcohol or drug use?  Yes____ No____

24. Personal Disability

Do you require any adaptive equipment or environmental modifications to facilitate your participation in school or work activities? Yes____ No____

25. Are there any other special circumstances affecting you which might influence your placement site selection or your performance in the fieldwork experience, such as mental or emotional problems or history of relationship difficulties with spouse or children? Yes____ No____
Student’s Name: ______________________________________________________

I understand that fieldwork is an integral component of the social work education process. My competence in fieldwork will be assessed by academic as well as nonacademic standards that include ethical and interpersonal capabilities relating to my ability to interact positively and effectively with clients or patients. I further understand that I am bound to conduct myself in accordance with the principles and standards of the Code of Ethics of the National Association of Social Workers.

The above information is true and complete to the best of my knowledge. I understand that falsifying any of this information may result in exclusion from the fieldwork experience.

Student’s Signature: ________________________________

Date Received: ____________________________

Field Faculty’s Remarks:
Additional Course Request for Field Placement

Per the BSW Student Handbook, students must have completed the prerequisite coursework for SW 490.

Any student wishing to take one additional course while in field placement must make a formal request to the BSW Field Faculty. This request should be attached to the Field Application Packet. Field Faculty will review the request and will notify student of determination during the Student-Field Faculty initial meeting.

Please note, students are not allowed to take SW 422 at the same time as field placement.

The student should fill out this form and attach a formal letter.

Student name: ________________________________________

Application date: _________________

Additional course requesting: ________________________

The formal letter attached should be typed and address the following:

1. Explain why an additional course is needed.
2. State how and when course will be taken (online, evening, etc.).
3. State plan for achieving success in Field while taking additional coursework. Detail other responsibilities outside of field and reflect time management strategies that will be employed.
## Appendix C

### BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM

**DEPARTMENT SOCIAL WORK**  
**COLLEGE OF ARTS AND SCIENCES**  
**UNIVERSITY OF ALABAMA AT BIRMINGHAM**

## Approved Practicum Agencies

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<thead>
<tr>
<th>Placement</th>
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<th>Supervisor</th>
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<tr>
<td>AIDS Alabama</td>
<td>3521 7th Ave S</td>
<td>Elaine Cottle</td>
</tr>
<tr>
<td><a href="http://www.aidsalabama.org">www.aidsalabama.org</a></td>
<td>PO Box 55730</td>
<td>(205) 324-9822</td>
</tr>
<tr>
<td></td>
<td>Birmingham, AL 3522</td>
<td>elaine.cottle@ aidsalabama.org</td>
</tr>
<tr>
<td>Alabama Baptist Children’s Home-Birmingham</td>
<td>2681 Rocky Ridge Ln,</td>
<td>Louise Green</td>
</tr>
<tr>
<td></td>
<td>Birmingham, AL 35216</td>
<td>(205)982-1112</td>
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<td></td>
<td></td>
<td><a href="mailto:lgreen@alabamachild.org">lgreen@alabamachild.org</a></td>
</tr>
<tr>
<td>AL Dept of Youth Services</td>
<td>1000 Industrial School Rd. P.O.Box 66 Mt. Meigs, AL 36057</td>
<td>Alesia Allen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(334)215-3836</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:alesia.allen@dys.alabama.gov">alesia.allen@dys.alabama.gov</a></td>
</tr>
<tr>
<td>AL Dept of Youth Services (Vacca Campus)</td>
<td>8950 Roebuck Boulevard Birmingham, AL 35206</td>
<td>Angie Toney</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(205)838-4904</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:Angie.Toney@dys.alabama.gov">Angie.Toney@dys.alabama.gov</a></td>
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<tr>
<td>AL Family to Family: Times Out, Inc.</td>
<td>3269 Tyrol Rd</td>
<td>Ernie Dease</td>
</tr>
<tr>
<td><a href="http://www.alfamilytofamily.com">www.alfamilytofamily.com</a></td>
<td>Birmingham, AL 35216</td>
<td>(205) 243-3951</td>
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<td></td>
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<td><a href="mailto:erdease@aol.com">erdease@aol.com</a></td>
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<tr>
<td>AL State Board of Pardons and Paroles</td>
<td>2721 2nd Ave N</td>
<td>Meta Eatmon</td>
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<tr>
<td><a href="http://www.pardons.state.al.us">www.pardons.state.al.us</a></td>
<td>Birmingham, AL 35203</td>
<td>(205) 323-1091 x760</td>
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<td><a href="mailto:meta.eatman@alabpp.gov">meta.eatman@alabpp.gov</a></td>
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<tr>
<td>Alabama Clinical Schools</td>
<td>1221 Alton Dr</td>
<td>Deidra Dickey</td>
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<td><a href="http://www.alabamaclinicalschools.com">www.alabamaclinicalschools.com</a></td>
<td>Birmingham, AL 35210</td>
<td><a href="mailto:Deidra.dickey@uhsrcinc.com">Deidra.dickey@uhsrcinc.com</a></td>
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<td>(334) 242-9700</td>
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<td>Alabama Possible</td>
<td>1016 19th St S</td>
<td>Kelsee Boyles</td>
</tr>
<tr>
<td></td>
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<td><a href="mailto:kboyles@alabamapossible.org">kboyles@alabamapossible.org</a></td>
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<td>Emuni Sanderson</td>
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<td><a href="http://www.specialkindofcaring.org">www.specialkindofcaring.org</a></td>
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<td>American Cancer Society</td>
<td>3054 McGehee Rd, Montgomery, AL 36111</td>
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<td>Baptist Health</td>
<td>301 Interstate Park Dr Montgomery, AL 36109</td>
<td>Mona McDermott</td>
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<td>The Arc of Jefferson County (ARC)</td>
<td>215 21st Ave S Birmingham, AL 35205</td>
<td>Marriette Horschel</td>
</tr>
<tr>
<td>The Clay House Children’s Center (formerly Bessemer Advocacy Center)</td>
<td>1830 Dartmouth Ave, Bessemer, AL 35020</td>
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<tr>
<td>Big Brothers and Big Sisters of Greater Birmingham</td>
<td>1901 14th Ave S Birmingham, AL 35205</td>
<td>Nicole Hall</td>
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<td>Big Oak Ranch</td>
<td>6000 Shelly Dr. Springville, AL 35146</td>
<td>Mary Graham</td>
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<td>Kathryn Fuller</td>
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<td>425 6th Ave S Birmingham, AL 35205</td>
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<td>Blount County DHR</td>
<td>PO Box 68 415 5th Ave E Oneonta, AL 35121</td>
<td>Cheryl D. Helton</td>
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<tr>
<td>Bradford Health Services</td>
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<td>Gina Thompson</td>
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<td>1000 Eagle Dr Center Point, AL 35215</td>
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<td>Eleanor Barnes</td>
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<td>Matthew Herring</td>
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<td>Chilton County DHR</td>
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<td>Collat Jewish Family SVCS</td>
<td>3940 Montclair Rd #205 Birmingham, AL 35213</td>
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<tr>
<td>Comfort Care Hospice and Home Health</td>
<td>245 Cahaba Valley Pkwy Ste 110 Pelham, AL 35124</td>
<td>Mylesa Weatherford</td>
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<tr>
<td>Community Law Office</td>
<td>950 22nd Street North Suite 1000 Birmingham, AL 35203</td>
<td>Charity Laister</td>
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<tr>
<td>Coosa County DHR</td>
<td>PO Box 36300 300 Jackson St Rockford, AL 35136</td>
<td>Brenda Strength</td>
</tr>
<tr>
<td>Crisis Center</td>
<td>3600 8th Ave S #501</td>
<td>Aryn Gieger-Sedgwick</td>
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</table>
| **Cullman County DHR**  
http://dhr.alabama.gov | PO Box 990  
Cullman, AL 35056 | Mike Key  
(256) 737-5300  
michael.key@dhr.alabama.gov |
|---|---|---|
| **DaVita Dialysis**  
www.davita.com | 2630 Ave E  
Birmingham, AL 35218 | Carla Heard  
(205) 786-1371  
(205) 786-5175  
carla.heard@davita.com |
| **Dekalb County Children’s Advocacy Center**  
www.dekalbcac.org | 104 Alabama Ave NW  
Ft Payne, AL 35967 | Elizabeth Wheatley  
(256) 997-9700 |
| **E.H. Gentry Facility** | 1105 Fort Lashley Ave,  
Talladega, AL 35160 | |
| **Episcopal Place**  
www.episcopalplace.org | 1112 26th St S  
Birmingham, AL 35205 | Shannon Atchenson  
satchenson@episcoplaplace.org  
(205) 939-0085 |
| **Exchange Club Family Skills Center** | 2300 10th Ct S  
Birmingham, AL 35205 | Ashley Stuckey  
AStuckey@4caps.org  
(205) 801-5151 |
| **Family Bridges**  
http://fambridge.org | 6736 Deerfoot Pkwy Ste 104  
Clay, AL 35048  
PO Box 503  
Clay, AL 35048 | Susan Toole  
(205) 681-6431  
susantoole@gmail.com |
| **Family Guidance Center of AL**  
www.familyguidancecenter.org | 234 Aquarius Dr  
Birmingham, AL 35209 | Conessa Morris  
(205) 945-6000  
cmorris@familyguidancecenter.org |
| **Federal Defenders for the Middle District of Alabama**  
www.almfd.org | 201 Monroe St Ste 407  
Montgomery, AL 36104 | Patricia Kemp  
(334) 834-2099 |
| **Fellowship House**  
www.fshbhm.org | 1625 12th Ave S  
Birmingham, AL 35205 | Kady Abbott  
Kady.Abbott@fshbhm.org  
933-2430 |
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<tr>
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<td>Firehouse Shelter</td>
<td>1501 3rd Ave N Birmingham, AL 35203</td>
<td>Robert Davis</td>
<td>(205) 862-4699</td>
<td><a href="mailto:robdavis3@bhamrr.com">robdavis3@bhamrr.com</a></td>
</tr>
<tr>
<td>First Light, Inc.</td>
<td>2230 4th Ave N Birmingham, AL 35203</td>
<td>Sherry Webb</td>
<td>(205) 252-9571</td>
<td><a href="mailto:sherryjwebb@hotmail.com">sherryjwebb@hotmail.com</a></td>
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<tr>
<td>Free2Be</td>
<td>2004 Poole Dr NW C Huntsville, AL 35810</td>
<td>Lynn Hazard</td>
<td></td>
<td><a href="mailto:Lhazard2011@comcast.net">Lhazard2011@comcast.net</a></td>
</tr>
<tr>
<td>Gateway</td>
<td>1401 20th St S Birmingham, AL 35205</td>
<td>Ashley Watkins</td>
<td><a href="mailto:awatkins@gway.org">awatkins@gway.org</a></td>
<td>(205) 510-2684</td>
</tr>
<tr>
<td>Glennwood</td>
<td></td>
<td>Shannon Messina</td>
<td>205/795-3301</td>
<td><a href="mailto:smessina@glenwood.org">smessina@glenwood.org</a></td>
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<tr>
<td>Greenbriar at the Altamont</td>
<td>2831 Highland Ave S Birmingham, AL 35205</td>
<td>Christine</td>
<td>(205) 714-3165</td>
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<tr>
<td></td>
<td></td>
<td>Carol Bell</td>
<td>(205) 714-3157</td>
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<tr>
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<td>Ann Lewis</td>
<td>(205) 323-2724</td>
<td><a href="mailto:alewis@nolandhealth.com">alewis@nolandhealth.com</a></td>
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<tr>
<td>Harrison Co Div of Family Child SVS</td>
<td>304 N College St Hamilton, GA 31811</td>
<td>Demetrist Nealous</td>
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<td><a href="mailto:DemetristNealous@mdhs.gov">DemetristNealous@mdhs.gov</a></td>
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<tr>
<td>Hellen Keller Hospital</td>
<td>1300 S Montgomery Ave Sheffield, AL 35660</td>
<td>Betsy Puckett</td>
<td><a href="mailto:Betsy.puckett@helenkeller.com">Betsy.puckett@helenkeller.com</a></td>
<td>(256) 386-4028</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jamie Sellers</td>
<td><a href="mailto:Jamie.Sellers@uhsinc.com">Jamie.Sellers@uhsinc.com</a></td>
<td>(205) 838-2034</td>
</tr>
<tr>
<td>Hill Crest Behavioral Services</td>
<td>6869 5th Ave S Birmingham, AL 35212</td>
<td>Vanessa Stevens</td>
<td><a href="mailto:vstevens@hispanicinterest.org">vstevens@hispanicinterest.org</a></td>
<td>(205) 942-5505</td>
</tr>
<tr>
<td>HICA!</td>
<td>117 S Crest Dr Birmingham, AL 35209</td>
<td>Vanessa Stevens</td>
<td></td>
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</tr>
<tr>
<td>HMR Veterans Services, Inc.</td>
<td>1784 Elkahatchee Rd Alexander City, AL 35010</td>
<td>Wendy Bloodworth</td>
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<tr>
<td>Hope Hospice, Inc.</td>
<td>1100 E Park Dr Birmingham, AL 35235</td>
<td>Amy McAfee</td>
<td>(205) 583-4673 x23 <a href="mailto:amcafee@charter.net">amcafee@charter.net</a></td>
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<td>Hospice Complete-Birmingham</td>
<td>7127 Gadsden Hwy Ste 207 Trussville, AL 35235</td>
<td>Becky Rigsby, Emily Glass</td>
<td>Riverchase: (205) 380-1023 Trussville: (205) 228-0600</td>
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<tr>
<td>IMPACT Family Counseling</td>
<td>1901 6th Ave N Ste 2400 Birmingham, AL 35203</td>
<td>LaCretia Day</td>
<td>(205) 916-0123 <a href="mailto:LD@impactal.org">LD@impactal.org</a></td>
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<td>Independent Presbyterian</td>
<td>3100 Highland Ave Birmingham, AL 35205</td>
<td>Evelyn Puckett</td>
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<tr>
<td>JBS Mental Health Authority</td>
<td>940 Montclair Rd Ste 200 Birmingham, AL 35213</td>
<td>Derrita Ford-Gainer</td>
<td>(205) 595-4555 <a href="mailto:dford@jbsmha.com">dford@jbsmha.com</a></td>
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<tr>
<td>JCCEO Community Substance Abuse Program</td>
<td>228 2nd Ave N Birmingham, AL 35204</td>
<td>Lynneice Williams</td>
<td>(205) 787-3040 <a href="mailto:lynwilliams@jcceo.org">lynwilliams@jcceo.org</a></td>
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<td>Jefferson County Board of Education</td>
<td>2100 18th St S Birmingham, AL 35209</td>
<td>Linda Hurt</td>
<td>(205) 379-2150 F: (205) 379-2324</td>
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<tr>
<td>Jefferson County DHR</td>
<td>PO Box 455 Birmingham, AL 35202</td>
<td>Anita Scott-Smith</td>
<td><a href="mailto:Anita.scottsmith@dhr.alabama.gov">Anita.scottsmith@dhr.alabama.gov</a> (205) 945-3765</td>
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<td>Jefferson County Family Court</td>
<td>120 2nd Ct N Birmingham, AL 35204</td>
<td>Beverly Aldridge</td>
<td>(205) 264-8127 <a href="mailto:alldredgeb@jccal.org">alldredgeb@jccal.org</a></td>
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<td>Lifeline Children Services</td>
<td>2104 Rocky Ridge Rd Birmingham, AL 35216</td>
<td>Lindsey Grist</td>
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<tr>
<td>Madison County DHR</td>
<td>2206 Oakwood Ave NW Huntsville, AL 35810</td>
<td>Tontia Phipps</td>
<td><a href="mailto:tonita.phipps@ahr.alabama.gov">tonita.phipps@ahr.alabama.gov</a> (256) 535-4500</td>
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<tr>
<td>Margaret Jean Jones Center</td>
<td>1807 Beech Ave SE,</td>
<td>Terry McGill</td>
<td><a href="mailto:terrymcgill@cccdd.com">terrymcgill@cccdd.com</a> (256) 734-3253</td>
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| **The Ministry Center at Green Springs (BBA)**  
[www.bbaonline.org/greensprings](http://www.bbaonline.org/greensprings) | 2230 Green Springs Hwy  
Birmingham, AL 35205 | Dr. Ray Flynn  
(205) 979-8633  
rfly43@mindspring.com | |
| **Monroe County DHR** | 25 Legion Dr  
Monroeville, AL 36460 | Voncile Jackson  
[voncile.jackson@dhr.alabama.gov](mailto:voncile.jackson@dhr.alabama.gov)  
(251) 743-5900 | |
| **Monroe County Health Department**  
[www.adph.org/monroe](http://www.adph.org/monroe) | PO Box 477  
Grove Hill, AL 36451 | Voncile Jackson  
[voncile.jackson@dhr.alabama.gov](mailto:voncile.jackson@dhr.alabama.gov)  
251-743-5900 | |
| **Montgomery County DHR**  
[http://dhr.alabama.gov](http://dhr.alabama.gov) | PO Box 250380  
3030 Mobile Hwy  
Montgomery, AL 36125 | Linda Wilson  
(334) 293-3100 x3304  
linda.wilson@dhr.alabama.gov | |
| **Northport Health Services** | 30 7th Street  
Pleasant Grove, AL 35127 | Brandy Holbrook  
[Brandy.Holbrook@northporthealth.com](mailto:Brandy.Holbrook@northporthealth.com)  
205/744-8226 | |
| **Office of Senior Citizens Services**  
[jeffco.jccal.org](http://jeffco.jccal.org) | 2601 Highland Ave  
Birmingham, AL 35205 | Barbara Shores  
(205) 325-1416 | |
| **Path Center for Women and Children** | 409 Richard Arrington Jr. Blvd N  
Birmingham, AL 35205 | Ashley Sutton  
[ashley@pathwayshome.org](mailto:ashley@pathwayshome.org)  
(205) 322-6854 | |
| **Positive Maturity, Inc.**  
[www.positivematurity.org](http://www.positivematurity.org) | 3918 Montclair Rd  
Birmingham, AL 35203 | June Brown  
(205) 803-3211  
juneb@positivematurity.org | |
| **Regency Retirement Village** | 285 West Oxmoor Rd.  
Birmingham, AL 35209 | Ebony Clark  
[eclark@regencybirmingham.com](mailto:eclark@regencybirmingham.com)  
205/942-3355 | |
| **Seraaj Family Homes** | 181 W Valley Ave,  
Birmingham, AL 35209 | Marketa Myricks  
(334) 271-2403  
mmyricks@seraajfh.com | |
| **Seraaj Family Homes**  
[www.seraajfh.com](http://www.seraajfh.com) | 400 Cotton Gin Road  
Birmingham, AL 35209 | Carolyn Ball  
(334) 271-2403  
cball@seraajFH.com | |
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<td>Shelby Baptist Medical Center</td>
<td>Montgomery, AL 36117</td>
<td>Jamila Shaw</td>
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<td>Shelby County DHR</td>
<td>1000 1st St N 35007</td>
<td>Kim Mashego</td>
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<td><a href="http://dhr.alabama.gov">http://dhr.alabama.gov</a></td>
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<td>Somerby</td>
<td>Somerby</td>
<td>Dawn Acton</td>
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<td></td>
<td>200 119 Blvd. Hoover, AL 35242</td>
<td><a href="mailto:dacton@somerbyliving.com">dacton@somerbyliving.com</a></td>
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<td>Spain Rehabilitation Center</td>
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<td>Janet Rabon</td>
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<td>1717 6th Ave S Rm 42 35203</td>
<td>(205) 934-3360</td>
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<td>Birmingham, AL 35203</td>
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<td><a href="mailto:jrabon@uabmc.edu">jrabon@uabmc.edu</a></td>
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<td>Sparks Clinics</td>
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<td>Teresa Teer</td>
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<td>933 19th St S #307 35205</td>
<td>(205) 934-0990</td>
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<td><a href="mailto:tteer@uab.edu">tteer@uab.edu</a></td>
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<td>Spring Gardens at Jefferson</td>
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<td>County Housing</td>
<td>101 Spring Gardens Cir, Birmingham, AL 35217</td>
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<td>933-2402</td>
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<td>St. Clair County DHR</td>
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<td>1310 Comer Ave, Pell City, AL 35205</td>
<td><a href="mailto:Cherri.pilkington@dhr.alabama.gov">Cherri.pilkington@dhr.alabama.gov</a></td>
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<td>St. Martins in the Pines</td>
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<td>Susan Taylor</td>
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<td>4941 Montevallo Rd, Irondale, AL 35210</td>
<td><a href="mailto:staylor@stmartins.ws">staylor@stmartins.ws</a></td>
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<td>(205) 956-9440</td>
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<td>Sylacauga Alliance for Family</td>
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<td>Enhancement</td>
<td>78 Betsy Ross Ln Sylacauga, AL 35150</td>
<td>(256) 245-4343</td>
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<td>Brenda B. Floyd</td>
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<td>353 N Broadnax St, Dadeville, AL 36853</td>
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<td>Regional Council of Governments</td>
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<td><a href="mailto:nancy.robertson@adss.alabama.gov">nancy.robertson@adss.alabama.gov</a></td>
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<td>UAB 1917 Clinic Cohort</td>
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<td><a href="http://www.uab1917cliniccohort.org">www.uab1917cliniccohort.org</a></td>
<td>1530 3rd Ave S Birmingham, AL 35294</td>
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<td>UAB Benevolent Fund</td>
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<td>Lisa Higginbotham</td>
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<td>UAB Civitan International Research Center</td>
<td>1719 6th Ave S Birmingham, AL 35233</td>
<td>Teresa Teer</td>
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<td><a href="http://www.circ.uab.edu">www.circ.uab.edu</a></td>
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<td>UAB Emergency</td>
<td>1802 6th Ave S Birmingham, AL 35233</td>
<td>Ben Clay</td>
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<td>UAB Heart Failure Clinic</td>
<td>500 22nd Street S Birmingham, AL 35233</td>
<td>Erin B. Clarkson</td>
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<td>Amy Holmes</td>
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<td>UAB West Hospital Social Services</td>
<td>995 9th Ave SW Bessemer, AL 35022</td>
<td>Toni Thrasher</td>
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<td>UAB and Metro West Ministries</td>
<td>6101 Doctor M.L.K. Dr, Fairfield, AL 35064</td>
<td>Joseph Walker</td>
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<td>UAB OB/OBGYN Complications Clinic</td>
<td>1500 6th Ave S Birmingham, AL 35222</td>
<td>Valencia Pruitt Ray</td>
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<td><a href="http://www.obgyn.uab.edu">www.obgyn.uab.edu</a></td>
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<td>UAB Substance Abuse Program</td>
<td>401 Beacon Pkwy E Birmingham, AL 35209</td>
<td>Suzanne Muir</td>
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<td>United CP Hand in Hand</td>
<td>120 Oslo Circle Birmingham, AL 35211</td>
<td>Stephanie Sims</td>
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<td>United Cerebral Palsy of Greater Birmingham: Hand in Hand</td>
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<td>United Methodist Church Home (UMCH)</td>
<td>3140 Zelda Court</td>
<td>Shemica Elliott (205) 956-0966</td>
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<td><a href="http://www.umch.net">www.umch.net</a></td>
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<td>United Way of Central Alabama</td>
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<td>Villa Hope Adoption Agency</td>
<td>6 Office Park Cir</td>
<td>Ann Baldwin (205) 870-7359 x010</td>
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<td><a href="http://www.villahope.org">www.villahope.org</a></td>
<td>Ste 218 Birmingham, AL 35223</td>
<td><a href="mailto:abaldwin@villahope.org">abaldwin@villahope.org</a></td>
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<tr>
<td>Walker County DHR</td>
<td>1901 Hwy 78 Jasper, AL 35501</td>
<td>Kevin Young (205) 387-5485</td>
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<td><a href="http://dhr.alabama.gov">http://dhr.alabama.gov</a></td>
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<td><a href="mailto:kevin.young@dhr.alabama.gov">kevin.young@dhr.alabama.gov</a></td>
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<td>The WellHouse</td>
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<td>Tajuan McCarty</td>
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<td><a href="mailto:tajuanmc@gmail.com">tajuanmc@gmail.com</a></td>
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<td>Winston County DHR</td>
<td>North, 991 AL-33 Double Springs, AL 35553</td>
<td>Diane Watson (205) 489-1518</td>
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<tr>
<td>Youth Towers</td>
<td>601 19th Street North</td>
<td>Alice Westery</td>
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<td>Birmingham, AL 35203</td>
<td><a href="mailto:alicewestery@gmail.com">alicewestery@gmail.com</a></td>
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<td>YWCA</td>
<td>309 N 23rd St Birmingham, AL 35203</td>
<td>Gental Hawkins</td>
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<td><a href="http://www.ywcabham.org">www.ywcabham.org</a></td>
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<td><a href="mailto:GHankins@ywcabham.org">GHankins@ywcabham.org</a></td>
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<td>(205) 322-9922 x315</td>
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<td>YWCA: Interfaith Hospitality House</td>
<td>5916 1st Ave S</td>
<td>Angie Eddings (205) 591-4302</td>
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<td><a href="http://www.ywcabham.org/housing/Interfaith.asp">www.ywcabham.org/housing/Interfaith.asp</a></td>
<td>Birmingham, AL 35212</td>
<td><a href="mailto:aeddings@ywcabham.org">aeddings@ywcabham.org</a></td>
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Appendix D

BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

Field Practicum Agreement

Page One of Six

This agreement is made and entered into this date
by and between

hereinafter referred to as “the Agency”, and the Board of Trustees of the University of
Alabama on behalf of the Baccalaureate Social Work Education Program at the
University of Alabama at Birmingham, hereinafter referred to as “The University”.

PURPOSE

The purpose of this agreement is to outline the basic responsibilities of the parties
involved in the provision of field practicum experiences for the University’s
baccalaureate social work students.

The field practicum experience is an integral component in the social work education
curriculum. The field practicum engages students in social work practice under the
supervision of a Master’s level social worker. The field practicum provides students with
a variety of opportunities to apply their academic learning in agency settings where
professional social workers actually work with clients, patients, or students.

GENERAL AGREEMENT

It is agreed and understood that the Agency will serve as a social work field practicum
site for the University’s baccalaureate social work students, in such number and at such
time as the parties herein mutually agree, and that, reciprocally, the University will
provide faculty and/or staff for necessary instruction of students and coordination of
student field practicum learning activities.
RESPONSIBILITIES OF THE UNIVERSITY

1. To develop the curriculum program and policy guidelines for field education;

2. To prepare students academically for entry-level social work (BSW) practice in agency activities;

3. To maintain documentation substantiating the fact that students in the field practicum carry personal health insurance and professional liability coverage; and, for students who will be driving in the course of their field practicum assignments, to maintain documentation of that they possess valid drivers’ licenses and automobile insurance coverage;

4. To provide a Field Director to facilitate field practicum placements and to coordinate field practicum experiences as it relates to University’s baccalaureate social work curriculum content;

5. To ensure the availability of the Field Director to assist the Agency’s Field Supervisor(s) in designing appropriate learning experiences for students and in addressing issues which may arise relating to students’ performance of practicum activities and/or students’ failure to meet the professional standards of the Agency;

6. To provide a weekly Field Practicum Seminar/lab in which students in the field practicum have opportunities to discuss issues and experiences which occur during the course of their field practicum experience;

7. To provide the Agency with information regarding academic semester schedules, learning objectives for students, and procedures for completing students’ mid-course reviews and final performance evaluations; and

8. To conduct timely liaison visits with Agency staff and student(s) in practicum to coordinate, monitor and evaluate field learning assignments and student performance.
RESPONSIBILITIES OF THE AGENCY

1. To meet and maintain accepted professional standards for the practice of social work;

2. To provide an orientation for students to the practices, policies and procedures of the Agency;

3. To provide qualified MSW supervision (BSW when there is no agency MSW) with a minimum of three years’ experience student(s) assigned to the Agency; said supervision being defined as face-to-face contact between the student(s) and agency field instructor for at least four hours per week for BSW student(s).

4. To negotiate with the student and the Field Director/Liaison those learning experiences deemed appropriate to the educational needs of the students and then make those experiences available to the students;

5. To furnish the space, materials and/or equipment required to execute agency functions (e.g., work space and telephone);

6. To provide periodic reviews of student progress as requested by the University’s baccalaureate social work education program;

7. To notify the University’s Field Director/Liaison of any problems regarding students and their responsibilities and to work toward the resolution any such problems;

8. To allow the University’s Field Director/Liaison, when warranted, to have access to records of the Agency’s clients/patients/students with whom the University’s students have contact in order to evaluate student performance. No records or record contents will be removed from the agency; and any discussion of patients/clients will preserve confidentiality;
9. University agrees that for purposes of Family Educational Rights and Privacy Act (FERPA), Facility will be considered a University official with a legitimate educational reason to have access to limited personally identifiable information from student records, hereinafter (“Student Information”) as described below. University agrees to provide authorized representatives of Facility limited Student Information and only that which is reasonably necessary for participation in the affiliation. No other Student Information will be provided. Facility acknowledges and agrees that Student Information provided by University, or others on behalf of University, that directly relates to any University student, including, but without limitation, academic information (e.g., coursework, grades, degrees earned, performance in other external rotations); professional information, (e.g., licenses obtained, suspension, revocation); training and/or certifications (e.g., CPR, OSHA/Blood-borne pathogen); health information (e.g., Hepatitis, TB Testing); health and other insurance information and, the results of any criminal background check and/or drug testing/treatment information is Student Information and is protected by FERPA. Facility represents and certifies that it will (1) protect the confidentiality of all Student Information; and will not, except with the written consent of the student, (2) use Student Information for any purpose other than to carry out the purposes of this agreement; or (3) disclose Student Information except to authorized individuals within its organization who have a legitimate need to know Student Information in order to carry out the purposes of this agreement; and

10. Facility represents and certifies that it will (1) protect the confidentiality of all student information, and will not, except with the written consent of the student, (2) use student information for any purpose other than to carry out the purposes of this agreement; or (3) disclose student information except to authorized individuals within its organization who have a legitimate need to know student information in order to carry out the purposes of this agreement.
1. Student’s participation in the practicum shall be under the direction and/or supervision of a qualified MSW or BSW (for BSW students) employee of the Agency.

2. The Agency and the University recognize that, in order for professional liability coverage to be provided for activities pursuant to this Agreement, it is necessary for each to have access to normal investigative information for specific incidents that may give rise to a claim being filed against either party. Therefore, each party will notify the other of such events and mutually cooperate with the other in the investigation and/or processing of such claims.

3. That regular contact will be maintained between the University’s Field Director/Liaison and the Agency’s Field Supervisor(s) to review the progress of the program.

4. There shall be no discrimination on the basis of sex, race or other protected classification in the assignment, acceptance and activities of students in the program established by this agreement.

TERMS

This agreement may be modified by mutual consent at any time. Such consent shall be in writing and evidenced by the signature of the appropriate parties of the original agreement.

This agreement shall become effective on ______________________

and shall continue from year to year thereafter unless and until terminated by written notice signed by the authorizing official of the Agency or the authorizing official of the University as the case may be. Adequate notice of intent to terminate the agreement shall be given by both parties so as not to disrupt the education of students or programs of the Agency.
ATTEST:

THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ALABAMA FOR THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

______________________________  Date_________________
Board of Trustees Authorization

_________________________________________  Date_________________.
Dr. Robert Palazzo Ph. D.
Dean College of Arts and Sciences

_________________________________________  Date_________________.
Dr. David E. Pollio Ph. D.
Chair Department of Social Work

_________________________________________  Date_________________.
Mary Jacque Carroll, MSW, LICSW
Assistant Professor of Field

SOCIAL SERVICE AGENCY

__________________________________________
Agency Name

__________________________________________
Authorizing Official’s Name

__________________________________________  Date_________________.
Authorizing Official’s Signature
Appendix E

BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

FIELD PRACTICUM LEARNING AGREEMENT GUIDELINES

UAB BSW Student Learning Agreement

UAB BSW STUDENT LEARNING AGREEMENT

STUDENT: ____________________________________  SEMESTER: ________________________________
AGENCY: _____________________________________  FIELD SUPERVISOR: ___________________________

INSTRUCTIONS: There are 9 competencies listed with 31 practice behaviors listed in the first column. In the second column the student in conjunction with their field supervisor should list the activities they will engage in to help them achieve the practice behaviors. In the last column the student should indicate how they will be monitored to ensure they complete the activities listed in the second column.

1. Demonstrates ethical and professional behavior by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
• Use technology ethically and appropriately to facilitate practice outcomes.
• Use supervision and consultation to guide professional judgment and behavior.

2. Engage diversity and difference in practice by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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<td></td>
</tr>
</tbody>
</table>

3. Advance human rights and social, economic and environmental justice by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Engage in practices that advance social, economic, and environmental justice.

### 4. Engage in practice-informed research and research-informed practice by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5. Engage in policy practice by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td></td>
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</tr>
</tbody>
</table>

### 6. Engage with individuals, families, groups, organizations and communities by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

7. Assess individuals, families, groups, organizations and communities by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
strengths, needs, and challenges within clients and constituencies.

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### 8. Intervene with individuals, families, groups, organizations and communities by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<td></td>
</tr>
</tbody>
</table>

### 9. Evaluate practice with individuals, families, groups, organizations and communities by:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Select and use appropriate methods for evaluation of outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Student Signature: ________________________________  Date: ________________

Field Supervisors: ________________________________  Date: ________________
Appendix F

BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT OF SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

Statement of Confidentiality
For Student Access to Client/Patient Service Records

I understand that, as a student social worker, I am bound by the National Association of Social Workers’ Code of Ethics. Specifically, during and after the course of my field placement with

__________________________________________________________

Agency Name

I understand that any and all information revealed to me - either directly by clients/patients, or through record reviews, or in discussions with my supervisor and other colleagues who serve clients/patients - must be considered to be confidential in nature. I will not discuss or disclose client/patient service information outside of my field placement agency setting without appropriate written client/patient authorization.

__________________________________________________________

Student’s Signature Field Placement Director’s Signature

__________________________________________________________

Date

Copy to: Field Placement Instructor/Supervisor
Appendix G

BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

Faculty Observation Sheet
for
ADMISSION TO THE PROFESSIONAL PROGRAM AND TO FIELD PLACEMENT

Date: _______________   Faculty Rater: _________________

Student: __________________________________

Course: _______________ Final Grade_________ or Grade to date____________

Check “not at all,” “somewhat,” or “concerned.” If somewhat concerned or concerned, please explain:

Class attendance:
Not at all    Somewhat    Concerned

Timely completion of assignments:
Not at all    Somewhat    Concerned

Contribution to classroom discussions:
Not at all    Somewhat    Concerned

Classroom Comportment:
Not at all    Somewhat    Concerned

Other (please explain):
Faculty Rating Sheet for Written Assessment for ADMISSION TO THE PROFESSIONAL PROGRAM

APPLICANT ID:_______________________________________________________

REVIEWER:__________________________________________________________

<table>
<thead>
<tr>
<th>Rating</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
<th>Needs Help</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skill</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Above Average Insight</th>
<th>Average Insight</th>
<th>Lacks Insight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Awareness</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:
Appendix I

BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM  
DEPARTMENT SOCIAL WORK  
COLLEGE OF ARTS AND SCIENCES  
UNIVERSITY OF ALABAMA AT BIRMINGHAM

University of Alabama at Birmingham  
Student Social Work Organization (SSWO)  
Membership Application

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
<th>Telephone Number</th>
<th></th>
<th>Best Time to Call</th>
<th></th>
<th>Email Address</th>
<th></th>
<th>Expected Graduation Date</th>
<th></th>
</tr>
</thead>
</table>

What types of activities would you like to be involved in? Please check all boxes that interest you:

- [ ] Fundraising activities  
- [ ] Planning a faculty/student meet and greet (open house)  
- [ ] Coordinating guest lecturers and site visits  
- [ ] Planning an on-going community service project  
- [ ] Planning a reception for SW graduates  
- [ ] Recruiting new members

Signature ___________________________ Date __________________

The membership fee is $15.00. Make check payable to UAB Student Social Work Organization (SSWO). Please print and return this application and the membership fee to:

The University of Alabama at Birmingham  
Department of Social Work  
900 13th Street South  
Humanities Building Suite 302  

Atten: Dr. Yookyong Lee
Appendix J

BACCALAUREATE SOCIAL WORK EDUCATION PROGRAM
DEPARTMENT SOCIAL WORK
COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

Honors Program Application Form

Today's Date_________________________

Name _____________________________________________
Blazer ID__________________________________________
Telephone ______________________________
E-mail address _________________________________

Please complete the questions below. (Please use separate sheets of paper to answer these questions; Do not handwrite; You should use: Times New Roman, 12-size font, single space, 1-inch margin)

1. List areas of research interest and explain and discuss in detail how they link to your social work career goals. What motivated you to explore and research those areas? Also, identify a faculty member whose research agenda matches your interests.

2. List clubs or organizations to which you have belonged and explain and discuss what your responsibilities were/have been and what you have learned from the experience. Be thoughtful and comprehensive.

3. List both paid and volunteer experience and explain and discuss how the experience has helped you prepare for your social work career.

4. Provide a detailed statement of educational and career goals (To prepare for this section, you should reflect on your achievements, strengths, and abilities.)

RETURN COMPLETED APPLICATIONS TO: Honors Program Director, Dr. Stacy Moak (stacym@uab.edu)

*************************** Departmental Use Only****************************
Appendix K

The University of Alabama at Birmingham

Department of Social Work

Scholarship Information

Welcome to BSMART, UAB’s Blazer Scholarship Management and Resources Tool.

- When to Apply: To submit a scholarship application, you must first be admitted to UAB. Admitted students may begin applying for scholarships on October 1, 2016, by submitting the “General Application.” Applications that are submitted prior to October 1 will not be considered for the 2017 award cycle.

- How to Apply: Once you complete the “General Application,” you will be matched with scholarships for which you may qualify. Select “Recommended” under “Opportunities” to view those scholarships. If “None” is listed under the “Actions” column, no further action is required for these opportunities. If a number is listed in the “Questions” column, however, additional action is required to receive consideration. Please note that qualifying does not guarantee you will receive a scholarship.

- Browsing All Scholarships: Below is a list of scholarship opportunities within the BSMART system. This list includes all current opportunities, not scholarships for which you are receiving consideration.

The Lauren McLellan Sanders Endowed Scholarship

The Sanders Endowed Scholarship is a College-wide scholarship and is open to students currently enrolled in a degree-granting program in the Departments of Government, Psychology, Sociology, Social Work, History, Anthropology, or Justice Sciences, who have demonstrated solid academic promise and have at least an overall 3.0 GPA.

<table>
<thead>
<tr>
<th>Award</th>
<th>Varies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline</td>
<td>Early February each year</td>
</tr>
</tbody>
</table>

The Tennant and Susan McWilliams Endowed Fund

The McWilliams Fund provides scholarship support to the Departments of Government, Psychology, Sociology, Social Work, History, Anthropology, or Justice Sciences, as well as the Study Abroad Program and the Pre-Law Program. The scholarship was named for former Dean of the School of Social and Behavioral Sciences, Tennant McWilliams, and his wife, Susan McWilliams, a long time staff member of UAB.

Award: Varies
Supplemental Questions

1. What do you hope to be doing in life, professionally ten years from now? Explain why, in detail. What needs to happen to you personally for you to achieve this goal? What book have you read so far, as a university student, which has most profoundly influenced you to think and plan in this way that is to weave together your personal and professional objectives? Likewise, what one course have you taken at UAB that has influenced you similarly? Explain.

2. Have you studied abroad?

**Collegiate Honors Scholarship**
This renewable award is for entering freshmen who are residents of Alabama. To be considered, students must be admitted to UAB for the upcoming summer or fall semester by December 1 of their senior year in high school with an ACT of 24-26 and a cumulative GPA of 3.5 or higher. December 2016 test scores are the last scores that will be considered for scholarship purposes. Students must be U.S. citizens or permanent residents to receive this award.

- **Award**: $3,000
- **Deadline**: Early December each year

**Presidential Recognition Scholarship**
This renewable award is for entering freshmen who are residents of Alabama. To be considered, students must be admitted to UAB for the upcoming summer or fall semester by December 1 of their senior year in high school with an ACT of 30-36 and a cumulative GPA of 3.5 or higher. December 2016 test scores are the last scores that will be considered for scholarship purposes. Students must be U.S. citizens or permanent residents to receive this award.

- **Award**: Tuition and fees
- **Deadline**: Early December each year

**UAB Academic Achievement Scholarship**
This renewable award is for entering freshmen who are residents of Alabama. To be considered, students must be admitted to UAB for the upcoming summer or fall semester by December 1 of their senior year in high school with an ACT of 20-23 and a cumulative GPA of 3.5 or higher OR an ACT of 24-29 and a cumulative GPA of 3.0-3.49. December 2016 test scores are the last scores that will be considered for scholarship purposes. Students must be U.S. citizens or permanent residents to receive this award.

- **Award**: $2,000
- **Deadline**: Early December each year
**UAB Breakthrough Scholarship**
This renewable award is for entering freshmen who are residents of Alabama. To be considered, students must be admitted to UAB for the upcoming summer or fall semester by December 1 of their senior year in high school with an ACT of 24-26 and a cumulative GPA of 3.5 or higher. December 2016 test scores are the last scores that will be considered for scholarship purposes. Students must be U.S. citizens or permanent residents to receive this award.

<table>
<thead>
<tr>
<th>Award</th>
<th>$3,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline</td>
<td>Early December each year</td>
</tr>
</tbody>
</table>

**The Alliance for LGBT Equality at UAB Scholarship**
The Alliance for LGBT Equality at UAB Scholarship is an award in which all applicants are evaluated on the totality of their situation, academic achievement, financial need, demonstrated service to the LGBTQ community, demonstrated leadership skills, and present and future goals.

Successful applicants for this scholarship will:
- Be currently enrolled in, or admitted to, a degree-granting program at UAB. Applicants may be either undergraduate or graduate students.
- Demonstrate solid academic promise and achievement and have earned at least a 3.0 grade point average in any coursework completed prior to the time of application.
- Preference will be given to applicants who can demonstrate service to the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community.

Financial need will be determined by the scholarship selection committee based on the information provided in the application and by the UAB Financial Aid Office. Applicants do not have to qualify for federal financial assistance in order to be considered for this award. **All documents, including letters of recommendations, should be received by the deadline.**

<table>
<thead>
<tr>
<th>Award</th>
<th>$1,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline</td>
<td>Early May each year</td>
</tr>
</tbody>
</table>

**Supplemental Questions**
1. Have you demonstrated service to the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community?
2. Please submit an essay (no more than 750 words total) addressing the following: (a) Describe your involvement with the LGBTQ community; (b) What inspires you to pursue equality? (c) In what capacities have you been involved? (d) Do you have a vision or idea for the future related to LGBTQ equality?
   Include a short description of your past leadership experience and your future goals.
3. To be considered for this scholarship opportunity, you must submit two letters of recommendation from a person who you know well and can comment on your academic goals, career goals and/or your involvement...
with the LGBTQ community. Please provide the name and email of your first recommender below.

4. Please provide the name and email of your second recommender below.

5. Please list LGBTQ related leadership positions, club memberships, employment, and volunteer activities:
   o (a) Title/Role
   o (b) Organization Name
   o (c) Dates of Involvement
   o (d) Hours Per Week
   o (e) Brief Description

6. Have you applied for Financial Aid?
7. If you have not applied for Financial Aid, do you intend to apply?
8. What is your annual estimated family income (including all members of the household who financially support each other)?
9. Please provide the number of people supported by your annual estimated family income.

**UAB Women’s Club Scholarship**
The UAB Women’s Club Scholarships are awarded to women who are considered either full- or half-time undergraduate students currently enrolled in or admitted to a degree-granting program. Selection is based on academic merit and financial need. Preference is given to students with a cumulative UAB GPA of 3.0 or higher and priority is given to students who have returned to school to complete their degree. Applications are evaluated on recommendations, communication skills and career goals.

**Please note:** To be considered for this scholarship, you must submit two letters of recommendation through the BSMART General Application. Your application will be considered incomplete if letter of recommendations are not received by the deadline.

**Award**  Varies
**Deadline**  Early February each year

**Supplemental Questions**
1. Have you at any point in your academic career had to take an extended leave of absence from completing your degree, due to financial or family obligations?
2. If so, please list the dates you were out of school.
3. Are you within 24 consecutive months of completing your degree?
4. Are you the only member of your household?
5. If your answer was no, please list the members of your household (up to 5 members can be listed)
   o Age
   o Name
   o Relationship

**Dr. Aaron Lamar Jr. Scholarship**
The Aaron Lamar, Jr. Scholarship was established in an effort to honor Aaron Lamar, Jr., Ed.D., who served as Associate Vice President / Dean of Students at UAB for 25
years. Dr. Lamar was responsible for the growth and development of many programs and activities at the University. While Dean Lamar certainly valued scholarship, he greatly valued the total development of students through their involvement in co-curricular and community activities. He also valued the diversity of the collegiate environment, believing that this was integral to the education process.

Eligibility Requirements:
- Be currently enrolled in a degree seeking program at UAB
- Have earned a minimum, overall GPA of 2.5 in course work prior to the time of application and be in good academic standing
- Be classified as a Sophomore, Junior, or Senior undergraduate student
- Have demonstrated active participation and leadership in extracurricular and community activities

Please Note:
This scholarship application will close in BSMART on September 15, 2016 and will reopen on BSync from September 16 – October 7. All applications that have been submitted through BSMART will continue to be considered in the review process for the Aaron Lamar, Jr. Scholarship. Here is the link to the form on BSync

Award   Varies
Deadline  N/A

Supplemental Questions
1. Please list your campus involvement:
2. Please list your community involvement:
3. What is the relationship between undergraduate campus involvement and academic performance?
4. How does UAB value a diversity of social identity (race, class, gender, sexuality, nation of origin, religion, and ethnicity) in the classroom and within student activities? How has this diversity positively affected your experience here on campus? Please share specific examples.

Marilyn Williams Elmore and John Durr Elmore Endowed Honors Scholarship
The Marilyn Williams Elmore and John Durr Elmore Endowed Honors Scholarships are awarded annually to one student in each class level in the University Honors Program, UAB’s original honors program founded in 1983. These scholarships are awarded on the basis of merit and need. Applicants should have a strong academic background and a strong commitment to academic achievement and extracurricular activities. Prospective students must be accepted to the University Honors Program in order to be eligible.

Award   $2,000
Deadline  Early February each year

Natalie T. and James A. Garland Educational Assistance Fund
This one-year award is for children of current, full-time, non-exempt employees of the UAB Women and Infants Center (including nursing and support staff, but excluding executive staff). To be considered, students must be admitted to, or enrolled in, an undergraduate program at UAB and have an overall grade point average of 3.0 or
higher. First preference will be given to entering freshmen. Students must be eligible for and certified as a dependent for the UAB Educational Assistance Program in order to receive this award. Preference will be given to students who complete the Free Application for Federal Student Aid (FAFSA) by December 1 and demonstrate financial need, as determined by its results.

**Award** $1,000  
**Deadline** Early February each year

**Supplemental Questions**
Please upload a brief letter from your parent's/guardian's employer, which confirms he/she is a current, full-time, non-exempt employee of the UAB Women and Infants Center (including nursing and support staff, but excluding executive staff).

Have you applied for Financial Aid?  
If you have not applied for Financial Aid, do you intend to apply?

**Woman's Club House of the Third District of the Alabama Federation of Women's Clubs, Inc., Endowed Honors Scholarship**
The Woman's Club House of the Third District of the Alabama Federation of Women’s Clubs, Inc., Endowed Honors Scholarship is a non-renewable scholarship based on merit and financial need. New and returning UAB honors students who have earned at least a 3.5 GPA on coursework completed prior to the time of application are eligible to apply. Preference will be given to students with a wide variety of academic and extracurricular activities and a passion for community service. To be considered, students must be admitted to or currently enrolled as full-time undergraduates with good standing in the UAB Honors College.

**Award** $500-2,000  
**Deadline** Early February each year

**The Sunshine Eve Hill Panhellenic Scholarship**
Thank you for your interest in the Sunshine Eve Hill Memorial Scholarship. Sunshine was a friend, a role model, and a true sister to all who knew her. She took charge no matter the challenge and was a person of high moral standards in both her personal character and her attributes to the world around her. Simply, Sunshine set a standard of excellence for others to follow. This scholarship is for a one time award of $500 and can be used on books, lodging, tuition, etc., and will be credited directly toward the recipient’s student account in the semester following the award winner announcement. The recipient of the scholarship must be a PHC woman who has the following characteristics:

- Has performed excellent service to her community  
- Demonstrates leadership qualities on campus and in her sorority, takes on extra responsibility, and searches to find a way to make life better for others.  
- Is an active member in good standing with her chapter and Panhellenic?  
- Has experienced the sisterhood side of recruitment.  
- Must be a sophomore, junior, or senior in class standing.  
- Has a cumulative GPA of 2.75 or higher.  
- Obtain one letter of recommendation
Those selected as finalists by the selection committee will be offered an interview via UAB email.

**Award** $500.00  
**Deadline** Early February each year

**Supplemental Questions**

1. **Panhellenic Sorority Membership**
   - Have you served on the sisterhood side of recruitment?
   - What is your imitation date?
   - What is your sorority affiliation?

2. **Please upload a resume highlighting the following information:**
   Service Involvement (Include hours and description of service activities);
   Offices held in Chapter and/or involvement in Panhellenic (Include term served and/or description of position); All other Organization Activities (Include term served and description of leadership position if applicable); Any other information you believe is applicable

3. **In 500 words or less, please explain what the fraternal experience means to you, how you demonstrate leadership qualities on campus, in your sorority and/or the UAB Birmingham community**

4. **Please upload one letter of recommendation from a person who can comment on your leadership within the chapter, Panhellenic, and/or the UAB/Birmingham community**

**Boman-Powell Travel Award**

The Boman-Powell Travel Award is a non-renewable scholarship based on merit and need, awarded annually to a current student in the University Honors Program, UAB’s original honors program founded in 1983. To be considered, students must be committed to an academic-based study abroad program.

**Award** $500.00  
**Deadline** Late February each year

**Supplemental Questions**

1. **What is the name of the study abroad program you will be attending?**
2. **What country or countries will you are studying in?**
3. **What are the dates of the program?**
4. **What is the cost of the program?**
5. **Who is administering the program?**
6. **How many credit hours will be earned?**
7. **Have you been abroad before? If so, please describe any previous experiences.**
8. **Please write a short essay (500 words or less) explaining why you deserve this scholarship (including involvement in UHP activities), and how the experience will contribute to your personal and professional development.**
9. **Have you applied for a scholarship through the UAB Office of Education Abroad?**
10. What other sources of funding support do you have, or have you applied for?
11. Please attach documentation of your Study Abroad program, including evidence of cost.

The Interfraternity Council Scholarship

Thank you for your interest in the Interfraternal Council Scholarship. This scholarship is for a onetime $1000 credit to your student account and can be used on books, lodging, tuition, etc. The scholarship is an opportunity to recognize fraternity men who have demonstrated leadership, academic excellence, and dedication to the community. The recipient should embody IFC's mission: “To strengthen Greek relations across campus and to promote Greek life at UAB.”

The recipient of the scholarship must meet the following qualifications:

• Is a sophomore, junior, or senior; if a senior, must be enrolled for the following semester.
• Is an active, initiated member in good standing with his chapter? Chapter must be a Full voting member of IFC for members to apply.
• Must have a minimum of a 3.25 cumulative GPA.
• Demonstrates leadership qualities on campus and in his fraternity, and takes on extra responsibility within the UAB and/or Birmingham community, such as service and volunteering.
• Obtains one letter of recommendation

You will be notified if you are selected for an interview via UAB email.

Award $1,000.00
Deadline Late February each year

Supplemental Questions

1. IFC Fraternity Membership
   • Fraternity Affiliation
   • Initiation Date

2. Please upload a resume highlighting the following information: Community Service Involvement (Include hours and description of service activities); Offices held in Chapter and/or IFC (Include term served and description of position); All other Organization Activities (Include term served and description of leadership position if applicable); Any other information you believe is applicable

3. Essay Questions
   • In 500 words or less, please describe an IFC initiative or activity that you would like to see implemented.
   • In 500 words or less, please explain what the fraternal experience means to you, how you demonstrate leadership qualities on campus, in your fraternity and/or the UAB Birmingham community

4. Please upload one letter of recommendation from a person who can comment on your leadership, academic excellence, and dedication to the fraternal community
Torchbearer Scholarship Program Guidelines

The NASW-AL Torchbearer Scholarship is awarded to students in a CSWE accredited Social Work degree program in Alabama who have demonstrated leadership, commitment to the field of social work, and the propensity to bear the torch to continue the legacy of our Alabama Social Work Pioneers.

The intent of this scholarship is to honor the contributions and legacy of our Alabama Social Work Pioneers.

NASW Pioneers are social workers who have explored new territories and built outposts for human services on many frontiers. Some are well known; others less famous outside their immediate colleagues and the region where they live and work. But each has made an important contribution to the social work profession and to social policies through service, teaching, writing, research, program development, administration, or legislation.

Available Scholarships:
The Alabama Chapter of NASW will award two (2) scholarships a year, one to a BSW student and one to a MSW student. The amount of the scholarship will be $500.00. The scholarship recipients will receive a one year paid membership to NASW and an opportunity to present their essay at the annual Advocacy Day event.

Program Guidelines & Priorities:

To be eligible for the scholarship, students must be in a CSWE accredited BSW or MSW program within the state of Alabama. Students applying for the BSW scholarship must have declared social work as a major and completed 9 credit hours in Social Work. Students who are applying for the MSW scholarship may apply once they have been accepted into an MSW program or while enrolled in the MSW program. NASW membership is not required for application; however, current members are strongly encouraged to apply.

BSW applicants must have a 3.0 overall & 3.25 Major GPA
MSW applicants must have a 3.5 overall GPA

The following items must be submitted in order to be considered for the scholarship:

• Scholarship application.
• Proof of acceptance into BSW or MSW program. *This can be a letter from the chair/coordinator of the program
• Copy of Transcript (Unofficial copies accepted)
• Scholarship Essay

Mail one copy of a completed application package to: NASW-AL Chapter
ATTN: Torchbearer Scholarship Committee
5015 Woods Crossing Montgomery, AL 36106

The applications will be reviewed and recipients selected by a committee consisting of volunteers from across the state. The scholarships will be awarded in August, 2015. Applications may be downloaded from the NASW-AL Chapter website at www.naswal.org

Please submit any questions to: alabama@naswal.net

Award $500
Deadline Early October & Late May of the semester

NASW Torchbearer Scholarship Program Application.pdf
The Carl A. Scott Memorial Fund was established by the Council on Social Work Education's (CSWE) Board of Directors in recognition of Carl A. Scott's contributions to CSWE and the social work profession.

Carl Anderson Scott joined the staff of CSWE in 1968 as a senior consultant on minority groups; he retired in 1985 as the associate executive director. Before coming to CSWE, he held practice and administrative positions in children and family service agencies, and was director of admissions and assistant professor at the New York University School of Social Work. He received a BA in psychology and a master's in social work from Howard University.

Scott was at the helm of CSWE's early efforts to foster human diversity in social work education. He secured funding from governmental and private sources to recruit students and faculty from minority groups to schools of social work. He guided five minority task forces in developing programs directed toward enhancing minority presence in curricula and other salient venues.

Of special note are the two minority fellowship programs he designed in 1974 and 1979 respectively: one to prepare mental health researchers, the other to prepare clinicians. These programs have provided doctoral fellowships to more than 500 African American, Asian Americans, Native Americans, and Latino/Hispanic Americans. Many of these fellowship recipients now serve as deans, directors, and faculty members in social work programs throughout the nation.

The Carl A. Scott Memorial Fund was developed to continue the legacy of equity and social justice in social work through building knowledge and furthering the well-being of individuals and their communities. These were the goals to which Scott devoted his life's work.

**Book Scholarship Eligibility Requirements**

*Eligibility status relates to the academic year of the award.*

- At the time of the award (fall current year) student must be in the last year of study for a social work degree in a bachelors or master's degree program accredited by CSWE.
- Student’s expected graduation date must be no later than summer 2017.
- Must be American citizens, noncitizen nationals, or have permanent residence status (international students, DACA status students, and work visa holders are not eligible to apply at this time).
- Student must be African American/Black; American Indian/Alaska Native; Asian; Hispanic/Latino; or Native Hawaiian/Other Pacific Islander.
- Student must have a cumulative grade point average of at least 3.0 on a 4.0 scale.
• Student must be enrolled full time during the time period in which the grant is awarded (fall 2016).
• Student must have demonstrated a commitment to promoting equity and social justice.
• Student may be awarded this scholarship only once.
Please direct questions about the scholarship to cas@cswe.org.

Other Scholarships Opportunities

Other opportunities to apply for scholarships and other benefits are to accept memberships with these organizations with a minimum of a 2.5 GPA and above:

• Alpha Kappa Psi
Alpha Kappa Psi is a professional business fraternity. Our motto is "Shaping People, Shaping Business," and we are committed to developing business leaders and professionals one student at a time. Founded in 1904, Alpha Kappa Psi is the nation’s oldest and largest professional business fraternity in the world. AKPSI offers unique professional, social and service opportunities that compliment your academic careers.

Selection Process:
There are two modules for membership into Alpha Kappa Psi. First, candidates must enter a pledge class. Then, the pledge class must meet additional requirements.
The initial requirements to enter a pledge class are as follows:
Candidates must be enrolled full time at UAB and working towards either an undergraduate or graduate degree.
Candidates must possess a minimum GPA of 2.5.
Candidates must have at least one remaining semester after joining.
Candidates must be of good moral character.

• Alpha Sigma Lambda
Alpha Sigma Lambda (ASL) is an honor society that recognizes the achievements of adults who accomplish academic excellence while facing competing interests of home and work. ASL is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult learner's career.
ASL was established in the 1940s at North-western University and has since grown to more than 300 chartered chapters across the United States. It is the oldest and largest, chapter-based honor society for full- and part-time students. This Society connects adult learners throughout the country.

Selection Process:
There are two modules for membership into Alpha Kappa Psi. First, candidates must enter a pledge class. Then, the pledge class must meet additional requirements.
The initial requirements to enter a pledge class are as follows:
Candidates must be enrolled full time at UAB and working towards either an undergraduate or graduate degree.
Candidates must possess a minimum GPA of 2.5.
Candidates must have at least one remaining semester after joining.
Candidates must be of good moral character.
Once a pledge class is assembled, those individuals will receive a pledge pin, which signifies that they are on the path to brotherhood. The pledge class must then meet additional criteria to qualify for membership as a brother. Although requirements are subject to change, typically, pledge classes must complete the following activities before initiation:
Arrange and attend a pre-determined amount, but not exceeding 5 professional activities.
Arrange and attend a pre-determined amount, but not exceeding 4 social activities.
Complete a pre-determined amount, but not exceeding 5 service activities.
Meet a fundraising goal, which is determined by the size of the class.
Also, each individual must demonstrate a reasonable amount of knowledge about Alpha Kappa Psi and Omega Tau history and pass the National Fraternal Exam.

- **Fraternity and Sorority Life College Panhellenic Council (CPH)**
  Our Panhellenic Council is currently comprised of five international sororities on campus, with an elected board of officers, delegates and junior delegates. The College Panhellenic Council strives to strengthen the bonds of friendship and cooperation among the sororities on campus as well as promote high scholastic and social standards. Throughout the year, Panhellenic provides opportunities for sorority women in the aspect of Greek life as well as sponsoring events that benefit the entire Greek community.
The College Panhellenic Council sets up and organizes the rules and regulations regarding formal recruitment. Panhellenic also aids in guiding potential members through the Recruitment process. Throughout the year, the College Panhellenic Council builds relationships within each organization as well as with other councils.

- **Alpha Gamma Delta**
  Alpha Gamma Delta was founded in 1904 at Syracuse University in New York, and was chartered at UAB in 1978 as the first NPC sorority on campus.

  Our mission statement, “Inspire the Woman, Impact the World,” is a driving force within our chapter as we embrace diversity among our members, uphold academic excellence, and encourage community involvement. We hope to support lifelong learning, promote the value of a higher education, prepare our members to contribute to their community, and advocate lifetime involvement in Alpha Gamma Delta. Our philanthropy, the American Diabetes Association, works to prevent and cure diabetes and to improve the lives of all people affected by diabetes.
Furthermore, we also support the Alpha Gamma Delta Foundation, which is truly unique in that it supports juvenile diabetes research, but also scholarships for collegiate members and financial assistance for sisters in need. Our chapter is home to UAB’s Greek Woman of the Year, UAB Ambassadors, TrailBlazers, cheerleaders, band members, USGA leaders, and Chairs of several involvement activities such the Homecoming and Springfest. We encourage anyone who is interested in Greek life to go through Formal Recruitment for an unforgettable experience and friendships that could last a lifetime.

Alpha Gamma Delta is an international women’s fraternity that promotes academic excellence, philanthropic giving, ongoing leadership and personal development and above all, a spirit of loving sisterhood. Guided by our Purpose, Alpha Gamma Deltas strive to attain a higher standard, thereby improving their lives, the lives of those around them and the communities in which they live. Together, we continually work to inspire the woman and impact the world.

Selection Process: Membership selection is handled by CPC's Formal Recruitment.

- **Alpha Omicron Pi**

AOII is more than just mixers, philanthropy events, and retreats. Our sisterhood grows beyond the pandas and rubies. The bond that we share in our sisterhood runs through every member of AOII, not just here at UAB, but across the world. The sisterhood of Alpha Omicron Pi is something that every sister holds close to her heart. In AOII, sisters are there to laugh with you, cry with you, study with you, and more importantly always be there for you.

We are inspired and committed to our founding principles and are guided by the values of:

- trusting and respecting each other
- building lifelong friendships
- contributing time, talent and financial resources
- promoting integrity
- developing leaders
- striving for excellence
- encouraging innovation and creativity
- using teamwork and collaboration
- acting philanthropically
- being a living example

Our Mission Statement:
"Women enriched through lifelong friendships"

Our Motto:
Exceed the Expectation
Here at UAB, the sisters of Alpha Omicron Pi are constantly living out the values set by our founders over one hundred years ago. Every day we "exceed the expectation", raising our standards and doing our best, not only for the chapter, campus, and community, but also for ourselves.

Selection Process:
NPC Fall Formal Recruitment

- **Alpha Xi Delta**
  
  Inspiring women to realize their potential.
  The Theta Phi Chapter of Alpha Xi Delta was installed on UAB’s campus on January 25, 1997. Since then, we have created traditions that will last through the coming years. We have our annual philanthropy event, Get Lost with Alpha Xi. This is a time when chapter members and alumnae, along with the campus and community, come together to raise money for Autism Speaks. We also celebrate Homecoming with an Alumnae Tailgate at Legion Field. Our alumnae from the past several years come back and celebrate the UAB tradition with us. We also have a chapter Christmas Party every year where we get together and play dirty Santa and enjoy the coming holidays with our sisters. Every year on April 17th we celebrate Founder's Day, the day that ten young women started Alpha Xi Delta at Lombard College in Galesburg, Illinois. All of the chapters in Alabama visit Birmingham to celebrate the history of Alpha Xi Delta. We start our Founder's Day Ceremony and end with a reception, which is a time to visit with current chapter members and alumnae. These are the things that make our chapter special. These are the times of our lives.

Selection Process:
Formal Recruitment through Panhellenic

- **Delta Gamma**

  Delta Gamma was founded in the winter of 1873 in Oxford, Mississippi at the Lewis School for Girls by three friends, Mary Comfort, Anna Boyd and Eva Webb. From the beginning, Hope was the symbol that brought the first Delta Gammas together. In addition to being one of the first seven women's fraternities that came together as a part of the first Panhellenic Conference, Delta Gamma boasts many other firsts among women's fraternities. Delta Gamma remains one of the largest women's fraternities internationally with an extensive alumni network, millions of dollars in scholarship and philanthropy, hundreds of thousands of hours of service, and proud Delta Gammas all over the world. Today, DG has over 144 chapters at colleges around the country and in Canada, spreading its high ideals of friendship, personal responsibility, and social responsibility.
In June of 1990, Delta Gamma was chosen to colonize at UAB in the fall of 1990. October of 1990 brought about the colonization of Zeta Xi, followed by the Zeta Xi chapter of Delta Gamma being installed at the University of Alabama, Birmingham on February 2, 1991.

Selection Process:
NPC Fall Formal Recruitment

• Sigma Kappa

Sigma Kappa is the new NPC sorority at UAB! Sigma Kappa was founded at Colby College in Waterville, Maine in 1874. The purpose of Sigma Kappa Sorority is to provide women lifelong opportunities and support for social, intellectual and spiritual development by bringing women together to positively impact our communities. The values of Sigma Kappa are personal growth, friendship, service and loyalty; bound by a promise. Sigma Kappa Sorority provides many opportunities for members to become involved in community service and philanthropic projects. Chapters across the country support Sigma Kappa philanthropies, which include: the Sigma Kappa Foundation, Inherit the Earth, Gerontology, Maine Sea Coast Mission and Alzheimer's disease research. We are currently looking for women who strive to live by these values in their daily and are looking to build a legacy at UAB.

Selection Process:
To be eligible for membership, women must sign up for a personal visit at lovesigmakappa.com. Personal visits take place on September 17 and 18.

Interfraternity Council (IFC)
The Interfraternity Council, also known as IFC, is the governing body for fraternities on campus. The IFC is responsible for creating policies, promoting academic excellence, and planning formal recruitment and other activities for the fraternities. IFC has its own executive board comprised of members from various fraternities. IFC unites all fraternities regardless of individual affiliation. Each chapter has a delegate and assistant delegate to represent their chapter on the council.

• Alpha Tau Omega

Alpha Tau Omega is America’s Leadership Development Fraternity. The mission of ATO is as follows:

The Creed of Alpha Tau Omega
To bind men together in a brotherhood based upon eternal and immutable principles, with a bond as strong as right itself and as lasting as humanity; to know no North, no South, no East, no West, but to know man as man, to teach that true men the world over should stand together and contend for supremacy of good over evil; to teach, not politics, but morals; to foster, not partisanship, but the recognition of true merit wherever found; to have no narrower limits within
which to work together for the elevation of man than the outlines of the world; these were the thoughts and hopes uppermost in the minds of the founders of the Alpha Tau Omega Fraternity.

Selection Process:
IFC formal recruitment

- **Beta Chi Theta**

  Beta Chi Theta is UAB's FIRST multicultural fraternity on campus. Beta Chi Theta stands firmly upon the six pillars of Brotherhood, Tradition, Service to Humanity, Multicultural Awareness, Academic Excellence, and a unified Nationwide Network. Brotherhood is the lifeblood of the fraternity and is held in the highest regard.

Selection Process:
Membership in Beta Chi Theta, Inc. shall be open to all Undergraduate students who fulfill the membership requirements prescribed by the traditions of the fraternity and as outlined in the constitution. All members must be dedicated to this grand fraternity and cannot be a member of any other social fraternity. Members must maintain the minimum cumulative GPA of at least 2.50 on 4.0 scale; however, Beta Chi Theta, Inc. highly encourages a cumulative GPA superior to the set minimum.

- **Delta Sigma Phi**

  Founded on December 10th, 1899, Delta Sigma Phi is a general men's Fraternity that's motto is "Better Men, Better Lives." Our fraternity strives to take college men and make them better. We accept men who are academically sound, emotionally mature, and financially responsible. We also welcome men from all race, religion, or creed and make no discriminations.

Selection Process:
Potential new members interested in membership can go through two methods. First is Formal Recruitment, aka Rush. The second method is to go through Informal Recruitment. Interested members should contact or seek out a brother from the Fraternity in order to ask about membership.

- **Lambda Chi Alpha**

  Lambda Chi Alpha Fraternity, Inc. is one of the largest men's general fraternities in North America with more than 270,000 initiated members, with nearly 200 active chapters at colleges and universities.

  At UAB, Lambda Chi Alpha (Chapter Sigma-Chi Zeta) is the oldest active fraternity. We have a rich tradition and are one of the premier organizations on campus.

Selection Process:
IFC formal recruitment

- **Pi Kappa Phi**
  Pi Kappa Phi was founded on December 10, 1904 at the College of Charleston in Charleston, South Carolina. Pi Kappa Phi began when three friends made the choice to become leaders. This friendship of three has now turned into a brotherhood of more than 100,000 strong. Each brother exemplifies leadership in the classroom, on the athletic field. In campus politics and within the community. Leadership is the very root of our organization, and it is this concept of leadership that shall guide us to the future. Our vision is to redefine fraternity as a lifelong brotherhood of leaders.

**Selection Process:**
Membership is granted to those that show the five characteristics of C.L.A.S.S.
- Character
- Leadership
- Academics
- Scholarship
- Service

- **Tau Kappa Epsilon**
  Tau Kappa Epsilon Fraternity was founded on January 10, 1899 at Illinois Wesleyan College. Our founders were focused on building a fraternity in which the criteria for membership had nothing to do with a person's wealth, his rank on the social ladder, or any honors bestowed upon him. Over 100 years, 300 chapters, and 300,000 members later, it is safe to say that they have succeeded. Tau Kappa Epsilon is now the world's largest and most successful Fraternity, boasting members such as Ronald Reagan, Charles Walgreen, Conrad Hilton, and Terry Bradshaw.

**Selection Process:**
After a potential candidate has proved him worthy to be associated with the fraternity, he is offered a bid and becomes a candidate member through induction. A candidate member goes through a process of education concerning the history of Tau Kappa Epsilon and the brotherhood that exists between the fraters of the fraternity. After the education period is completed, the candidate member is initiated and joins the rank of brothers.

- **Theta Chi**
  Theta Chi is one of the oldest men's college fraternities in North America. Founded in 1856, more than 160,000 members have enjoyed the Fraternity's traditions, ideals and fellowship.
Founded on the principle of friendship through the mutual assistance of every member, Theta Chi aims to provide its members with an enjoyable and fulfilling collegiate experience that also prepares them for rewarding, successful lives after graduation.

Selection Process:
The Theta Chi at UAB follows the same recruitment guidelines set by IFC. Potential new members will be extended a bid of membership if the chapter would like to recruit that individual. There is then an 8-week new member program that the new member must complete in order to be formally initiated into the Fraternity.

- **Phi Gamma Delta**
  The Fraternity of Phi Gamma Delta, also known as Fiji or Phi Gam, has 148 chapters and 13 colonies at the foremost colleges and universities of the United States and Canada.
  Phi Gamma Delta offers much to our members through leadership development, educational programs, and lifelong friendships.
  Whether you are a student on a campus, a parent or university administrator, this area will give you a sense of Phi Gamma Delta's history, scope, and, most importantly, current opportunities and benefits.

Selection Process:
Traditional bidding process. Bid is given out to PNM if brothers unanimously select a member to give a vote to.

**Multicultural Greek Council (MGC)**
The Multicultural Greek Council is the governing body for culturally based fraternities and sororities at UAB. Currently, there are five organizations in the Multicultural Greek Council. The MGC works to increase awareness and promote a positive image of its member organizations through community service, philanthropy, support for high academic standards, and the development of campus and community leaders. It also provides a safe space for students to explore their culture and heritage through events like Culture Shock Culture, an open mic night where people from all backgrounds and identities can come share their experiences through music, dance, art or storytelling.

- **Beta Chi Theta Fraternity, Inc.**
  Beta Chi Theta is UAB's FIRST multicultural fraternity on campus. Beta Chi Theta stands firmly upon the six pillars of Brotherhood, Tradition, Service to Humanity, Multicultural Awareness, Academic Excellence, and a unified Nationwide Network. Brotherhood is the lifeblood of the fraternity and is held in the highest regard.

Selection Process:
Membership in Beta Chi Theta, Inc. shall be open to all Undergraduate students who fulfill the membership requirements prescribed by the traditions of the fraternity and as
outlined in the constitution. All members must be dedicated to this grand fraternity and cannot be a member of any other social fraternity. Members must maintain the minimum cumulative GPA of at least 2.50 on 4.0 scale; however, Beta Chi Theta, Inc. highly encourages a cumulative GPA superior to the set minimum.

- **Delta Epsilon Psi Fraternity, Inc.**

  We the brothers of Delta Epsilon Psi, vow to be a fraternity whose primary purpose is to instill brotherhood, discipline, and commitment within its members through various social and service driven endeavors.

  **Selection Process:**
  Membership into Delta Epsilon Psi, Alpha Iota Colony, is open to all UAB students that maintain a minimum GPA of 2.5, uphold the principles and ideals of Delta Epsilon Psi, and meet the requirements of an active member.

- **Delta Phi Omega Sorority, Inc.**

  Delta Phi Omega Sorority, Inc. is the strongest, the largest, and the fastest growing south Asian interest sorority. This organization serves to teach students about educational forums and to promote student involvement in campus activities and community affairs in the University of Alabama at Birmingham. Delta Phi Omega is prominent in educating interests on our social and philanthropic efforts by using the tools offered at the University of Alabama at Birmingham.

  **Selection Process:**
  1. Girls attend one informational and two events to be eligible to apply.
  2. After the application process, the girls are invited to an interview with the organization's executive board.
  3. After the interview process, the girls will get a call if they have received a bid.
  4. Afterwards, our new member education process begins.

- **Sigma Sigma Rho Sorority, Inc.**

  Sigma Sigma Rho Sorority, Incorporated is a historically South Asian based sorority. Founded on December 10, 1998 by ten Distinguished Ladies at St. John’s University in New York, Sigma Sigma Rho was the first sorority of its kind to be established on the East Coast. The name Sigma Sigma Rho was chosen for this organization because it substantially upholds our motives and goals, which are expressed in Sisterhood, Society, and Remembrance. Sigma Sigma Rho embodies unity amongst women of South Asian descent, strives to serve
society on a small and large scale, and holds fast in instilling a sense of pride in the background of each individual sister.

Selection Process:
Sigma Sigma Rho Sorority, Incorporated is culturally based Greek organization that is open to all undergraduate females who uphold the values and principles it encompasses. To be eligible for membership, interested students must attend their respective chapter or colony’s official Recruitment events and have a minimum cumulative 2.3 GPA. We seek prospective members that have achieved in academics as well as co-curricular activities and who have a demonstrated record of public service.

- Sigma Lambda Gamma National Sorority, Inc.

Sigma Lambda Gamma is a Latina-based multicultural sorority that established itself at UAB in Spring 2014. Our motto is "Culture is Pride; Pride is Success," We seek to empower women of ALL cultural backgrounds, currently we represent eight different ethnicities on campus we are known as "The Gammas." We were founded upon five principles: Academics, Community Service, Social Interaction, Cultural Awareness and Morals & Ethics.

Selection Process:
Our membership is open to any woman who seeks to develop as a leader, achieve high academic standing, give back to the community, and most importantly seek to empower other women. To be considered for membership a student needs to attend one informational and one social event put on by our organization throughout the school year.

National Pan-Hellenic Council (NPHC)
The UAB National Pan-Hellenic Council is the unifying, coordinating, and governing body of the eight historically African American fraternities and sororities on campus that are associated with the National Pan-Hellenic Council fraternities and sororities. NPHC promotes interaction through forums, meetings, social gatherings and other mediums for the exchange of information and engages in cooperative programming and initiatives through various activities and functions. The Council is led by five elected executive officers that oversee all programs and activities. Each chapter has a delegate and president on the Council. The Pan-Hellenic Council at UAB works together to make the Greek community a positive and active influence on campus.

- Alpha Phi Alpha Fraternity, Inc.

Alpha Phi Alpha Fraternity, Inc. develops leaders, promotes brotherhood and academic excellence, while providing service and advocacy for our communities. Since its founding on December 4, 1906, Alpha Phi Alpha Fraternity, Inc. has supplied voice and vision to the struggle of African-Americans and people of color around the world. Alpha Phi Alpha, the first intercollegiate Greek-letter fraternity established for African-Americans, was founded at Cornell University in Ithaca, New York by
seven college men who recognized the need for a strong bond of Brotherhood among African descendants in this country. The visionary founders, known as the Jewels of the Fraternity, are Henry Arthur Callis, Charles Henry Chapman, Eugene Kinckle Jones, George Biddle Kelley, Nathaniel Allison Murray, Robert Harold Ogle, and Vertner Woodson Tandy.

**Selection Process:**
UAB requires that all students pursuing the organizations of the National Pan-Hellenic Council attend at least one Greek Speak Session offered in the fall and spring semesters before going through a membership intake process.

- **Alpha Kappa Alpha Sorority, Inc.**

  Alpha Kappa Alpha Sorority, Incorporated is an international service organization that was founded on the campus of Howard University in Washington, D.C. in 1908. It is the oldest Greek-lettered organization established by African-American, college-educated women.
  The Iota Phi Chapter of Alpha Kappa Alpha Sorority, Incorporated was chartered on May 17, 1975 on the campus of the University of Alabama at Birmingham.
  Our undergraduate chapter works to fulfill the purpose of Alpha Kappa Alpha Sorority, Incorporated by maintaining high scholastic and ethical standards as well as providing "service to ALL mankind."

**Selection Process:**
UAB requires that all students pursuing the organizations of the National Pan-Hellenic Council attend at least one Greek Speak Session offered in the fall and spring semesters before going through a membership intake process.

  - Undergraduate Membership requirements:

  - Matriculation as a full-time student;

  - Completion of at least one successful grading period as a full-time student at the institution where application of membership is made;

  - A cumulative average of C+ and semester average of C+ immediately prior to submitting an application for membership.;

  - Attendance at the official Rush

  - Prospective members must have high ethical and moral standards.

- **Kappa Alpha Psi Fraternity, Inc.**

  Kappa Alpha Psi was founded on the campus of Indiana University on January 5, 1911. The Fraternity's fundamental purpose is achievement.
Early in this century, African-American students were actively dissuaded from attending college. Formidable obstacles were erected to prevent the few who were enrolled from assimilating into co-curricular campus life. This ostracism characterized Indiana University in 1911, thus causing Elder W. Diggs, Byron K. Armstrong, and eight other black students to form Kappa Alpha Psi Fraternity, which remains the only Greek letter organization with its 1st Chapter on the University's campus.

The founders sought a formula that would immediately raise the sights of black collegians and stimulate them to accomplishments higher than they might have imagined. Fashioning achievement as its purpose, Kappa Alpha Psi began uniting college men of culture, patriotism and honor in a bond of fraternity.

Selection Process:
UAB requires that all students pursuing the organizations of the National Pan-Hellenic Council attend at least one Greek Speak Session offered in the fall and spring semesters before going through a membership intake process.

- **Omega Psi Phi Fraternity, Inc.**
  Omega Psi Phi Fraternity, Incorporated, founded at Howard University in Washington, DC, was the first of the intercollegiate Black Greek Letter fraternities to be founded at a Historically Black College or University (HBCU). Their four founders, three undergraduate and one advisor, wanted the fraternity to stand for the principles of manhood, scholarship, perseverance and uplift.

  **Mission Statement**
  Omega Psi Phi Fraternity, Inc. mission is to bring about union of college men of similar high ideals of scholarship and manhood in order to stimulate the attainment of ideas and ambitions of its members; occupy a progressive, helpful and constructive place in political life of the community and nation; and foster the humanity, freedom, and dignity of the individual; and aid downtrodden humanity in its efforts to achieve higher economic and intellectual status.

Selection Process:
UAB requires that all students pursuing the organizations of the National Pan-Hellenic Council attend at least one Greek Speak Session offered in the fall and spring semesters before going through a membership intake process.

- **Delta Sigma Theta Sorority, Inc.**
  The hard work and dedication of 11 women brought about the chartering of the Iota Lambda Chapter of Delta Sigma Theta Sorority, Inc. on May 12, 1972. This made Delta the FIRST historically Black Greek letter organization to be chartered on the campus of UAB.

  **Mission Statement**
Delta Sigma Theta Sorority, Inc. is a private, non-profit organization whose purpose is to provide assistance and support through established programs in local communities throughout the world. A sisterhood of more than 200,000 predominately Black college educated women, the Sorority currently has over 900 chapters located in the United States, England, Japan (Tokyo and Okinawa), Germany, the Virgin Islands, Bermuda, the Bahamas and the Republic of Korea. The major programs of the sorority are based upon the organization's Five Point Programmatic Thrust:

- Economic Development
- Educational Development
- International Awareness and Involvement
- Physical and Mental Health
- Political Awareness and Involvement

The Sorority was founded in 1913 by 22 students at Howard University. These young women wanted to use their collective strength to promote academic excellence; to provide scholarships; to provide support to the underserved; educate and stimulate participation in the establishment of positive public policy; and to highlight issues and provide solutions for problems in their communities. Delta Sigma Theta was incorporated in 1930.

**Selection Process:**

- **Collegiate Membership**
  Any female student currently enrolled at a college or university, where there is an active chapter on campus or in the city is eligible to apply for membership, provided that:
  The college or university where the student is enrolled is accredited by an accrediting agency that is recognized by the United States Department of Education or the Council for Higher Education Accreditation
  The student is taking courses leading to her first/initial baccalaureate degree or its equivalent
  The student has completed at least 24 semester hours or 36 quarter hour
  The student is in good academic standing with a minimum cumulative grade point average of 2.75 on a 4.0 scale or 1.75 on a 3.0 scale; or equivalent, except where the minimum grade point average required by the college or university is greater, then the minimum grade point average must be used for eligibility
  The student is not a member of any society holding membership in the National Pan-Hellenic Council, Inc. or the Panhellenic Conference, Inc.
  Any applicant for membership must receive a majority of the votes of members of the chapter to which she has applied. However, the vote of the chapter is subject to final approval of the Regional Director.

- **Phi Beta Sigma Fraternity, Inc.**
  Phi Beta Sigma Fraternity, Inc. is a Divine 9 Greek organization that is part of the National Panhellenic Council. This organization is dedicated to strong bonds of brotherhood, living with integrity, serving humanity, promoting quality education, and developing leaders.
Phi Beta Sigma Fraternity, Inc. was founded January 9, 1914 on the campus of Howard University by three African American males. The founders seek to start an organization that truly exemplified brotherhood, scholarship, and service. The organization views itself as an "inclusive we" rather than an "exclusive we." For 97 years and still going, this organization is an international organization of leaders.

**Selection Process:**
Phi Beta Sigma's selective process involves interested men undergoing an interview. Prior to the interview the interested individuals must submit documentation concerning their personal background.

- **Zeta Phi Beta Sorority, Inc.**

  Zeta Phi Beta Sorority was founded on the simple belief that sorority elitism and socializing should not overshadow the real mission for progressive organizations - to address societal mores, ills, prejudices, poverty, and health concerns of the day. Founded January 16, 1920, Zeta began as an idea conceived by five coeds at Howard University in Washington D.C.: Arizona Cleaver, Myrtle Tyler, Viola Tyler, Fannie Pettie and Pearl Neal. These five women, also known as our Five Pearls, dared to depart from the traditional coalitions for black women and sought to establish a new organization predicated on the precepts of Scholarship, Service, Sisterly Love and Finer Womanhood. It was the ideal of the Founders that the Sorority would reach college women in all parts of the country who were sorority minded and desired to follow the founding principles of the organization.

  **Selection Process:**
  - Must have at least a 2.5 cumulative GPA
  - Must be in standings with the university
  - Must be a second semester freshman or above
  - Must display finer womanhood, scholarship, service, and sisterly love

- **Sigma Gamma Rho Sorority, Inc.**

  Sigma Gamma Rho Sorority's aim is to enhance the quality of life within the community. Public service, leadership development and education of youth are the hallmark of the organization's programs and activities. Sigma Gamma Rho addresses concerns that impact society educationally, civically, and economically.

  **Selection Process:**
Interested ladies must hold at least a 2.5 GPA on a 4.0 scale, be a full time student, and hold at least 12 semester hours at the University of Alabama at Birmingham. The Xi Mu Chapter of Sigma Gamma Rho also seeks ladies who exhibit high moral character.

- **Golden Key International Honor Society**
  Golden Key’s mission is to enable members to realize their potential through the advancement of academics, leadership and service. Membership in Golden Key—the world's largest collegiate honor society—is an investment in your future that can provide a vital enhancement to your academic career as you continue to work towards achieving your personal and professional goals.
  Membership in Golden Key provides and offers:
  - **Recognition for your academic achievements**
  - **Over half a million dollars in scholarships each year to members**
  - **Membership for life, with no annual dues**
  - **Exclusive discounts on programs and services through our partners**
  - **Study abroad opportunities**
  - **Regional and international leadership conferences for networking and personal/professional development**
  - **And more!**

At the chapter level, student members organize community service projects, social events, and leadership development activities. Students also have the option to get involved in the activities and/or gain leadership experience by becoming a chapter officer.

Golden Key offers members a unique opportunity to meet, work with and get to know fellow students who share their passion for learning. Golden Key membership begins with recognition of academic excellence and can lead to a lifetime of learning and achievement.

Take the next step towards securing that future. Join Golden Key now and immediately begin to take advantage of benefits that will help you accomplish your goals. You pay only a small one-time membership fee—there are no annual dues—to obtain benefits that will help you secure your future.

- **National Society of Collegiate Scholars**

  The National Society of Collegiate Scholars (NSCS) is an honor society inviting high-achieving first- and second-year college students. Members must rank in the top 20 percent of their class. NSCS is proud to offer more than a quarter of a million dollars in scholarships every year to deserving members. In addition to providing scholarships, NSCS serves as a growth opportunity, leadership training ground, and resource for its members. Students who join meet people on campus and at other schools they might not have otherwise met – people who become friends, long-term supporters, and future colleagues. Students who join get the tools and encouragement they need to take part in transforming the on-campus and community-wide issues that mean the most to them. Students who join find they have a wealth of resources to help with their futures: NSCS-only scholarships;
leadership training; internships, and careers; job leads and resources; and travel opportunities.

**Selection Process:**
You must be a first- or second-year college student in the top 20 percent of your class.
If you meet the GPA, class and ranking requirements, and you attend one of the 280 colleges and universities at which NSCS is registered, you'll automatically receive an invitation to join.
The registrar of UAB provides us with the name of those students meeting the eligibility requirements. (Note that NSCS is not privy to anyone’s specific class standing or GPA.) Because populations vary from school to school, the number of invited students from each varies

- **Omicron Delta Kappa**

**Mission**
- Identify, honor and develop leaders in collegiate and community life.
- Encourage collaboration among students, faculty, staff and alumni to advance leadership.
- Promote and publicize our ideals.

**Vision**
As the most respected and effective leadership honor society, Omicron Delta Kappa strives for excellence in leadership and character development.

**Values**
- Scholarship
- Service
- Integrity
- Character
- Fellowship

**Five Phases of Campus Life**
- Scholarship
- Athletics
- Campus or Community Service, Social and Religious Activities, and Campus Government
- Journalism, Speech and Mass Media
- Creative and Performing Arts

**Diversity Statement**
The OΔK Idea affirms and promotes openness and inclusiveness among all people. Membership selection shall be free of bias so that all qualified will be considered equitably for membership.
Commitment to Equal Opportunity
Omicron Delta Kappa does not discriminate on the basis of race, color, religion, national or ethnic origin, biological sex, gender identity or expression, sexual orientation, age, disability, veteran’s status, or genetic information in its programs and activities, membership, and with regard to employment.

Selection Process:
- Undergraduate students who are juniors or seniors and rank in the upper 35 percent of their class
- Graduate and professional students
- Faculty, staff, and administrators
- Alumni who graduated more than five years ago
- Local, national and international leaders who qualify for honorary membership

- Phi Kappa Phi

The Honor Society of Phi Kappa Phi’s international community is a unique blend of students, academicians, and corporate and civic leaders from all fields of endeavor. Membership in Phi Kappa Phi recognizes and rewards academic success. Equally important, the Society provides its members access to exclusive resources and benefits designed to serve their academic and professional needs.

Selection Process:
Phi Kappa Phi membership is earned. Admission is invitation-only and requires nomination approval by a chapter. Requirements include:
- Juniors must have completed at least 72 credit hours, with at least 24 semester hours at their current institution, and rank in the top 7.5 percent of their class.
- Seniors must have completed at least 90 credit hours, with at least 24 semester hours at their current institution, and rank in the top 10 percent of their class.
- Graduate students must have completed at least 18 graduate hours or the equivalent at their institution and rank in the top 10 percent of their class.
- Faculty, professional staff and alumni who achieve scholarly distinction may also be eligible.

- Sigma Alpha Lambda

Sigma Alpha Lambda is a National Leadership and Honors Organization dedicated to developing the individual and serving our campus and community. The mission of Sigma Alpha Lambda is to recognize members for academic achievement, to engage members in service, and to develop members for leadership. Service is the foundation of our leadership development model as well as the leadership of the organization itself. Through service, individuals look
outside themselves and lives are changed, not only for the one being served but even more so for the one serving. As a result of this process, the individual learns more about who they really are and what they value. Our Statement of Purpose and organization’s Shared Values provide the foundation upon which the organization carries out its mission. There are a variety of ways to take advantage of your membership in Sigma Alpha Lambda. From individual service opportunities to chapter leadership positions, Sigma Alpha Lambda is committed to helping you make the most of your undergraduate experience. So join over 130,000 members and 80+ chapters in making a difference in yourself, on your campus, and in your community.

Selection Process:
The national requirements are classification of sophomore or higher with a minimum cumulative GPA of 3.0.

- **The National Society of Leadership and Success**
  The Society is the nation’s largest leadership honor society. Students are selected by their college for membership based on either academic standing or leadership potential. Candidacy is a nationally recognized achievement of honorable distinction. With 519 chapters, the Society currently has 667,083 members nationwide.

  In addition to honorable distinction, the Society provides a step-by-step program for members to build their leadership skills through participation at their campus or online. Upon completion of the program, members receive their leadership certificate and take their place among the top student leaders at their campus and across the country. Members are able to list their affiliation on all statements of personal accomplishment, including their resume.

  Membership is for life and provides access to benefits including scholarships and awards, exclusive on-campus events, employer recruitment through an online job bank, and discounts on computers, textbooks, grad school prep courses, insurance and much more.

Selection Process:
A nomination criterion is determined by the local chapter leaders and is typically based on GPA and/or leadership potential. Students invited to their school’s chapter have earned distinction with their nomination, but must complete the leadership program requirements to achieve induction.

- **The Society for Collegiate Leadership and Achievement**
  The Society of Collegiate Leadership & Achievement (SCLA), honors students’ achievement and empowers them to be the leaders of tomorrow. We aim to maximize student potential through our powerful, customized skills development
platform, vibrant mentor and peer community, and competency-based certification. Our members become leaders who stand out from the crowd!

Selection Process:
Joining SCLA is a simple process with many benefits. To be eligible for membership, you first must be formally invited by your college. Any current college student meeting SCLA’s standards of leadership and achievement are eligible.