



Department of
Social Work

BSW Student Manual

2023-2024

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**DEPARTMENT OF SOCIAL WORK
COLLEGE OF HEALTH AND HUMAN SCIENCES**

Welcome to the Bachelor of Social Work Program (BSW) at Western Carolina University!

You have chosen to pursue a career in one of the most dynamic, challenging, and rewarding professions. The BSW Program at Western Carolina University prepares students for generalist practice. We are committed to developing leaders in the social work profession who blend practice and community building skills in their efforts to address complex social issues, and promote human rights and social justice. We welcome you to this program and this profession.

This handbook serves as a resource for students as they undertake their studies in the BSW program at Western Carolina University. It contains contact information for faculty and staff, curriculum and field practicum information, and outlines important college and departmental standards and policies. At the end of the manual you will also find a copy of the National Association of Social Worker's Code of Ethics. Please read this manual carefully and refer to it often. On behalf of the faculty and staff of the Department of Social Work, I wish you much success in your educational endeavors here at Western Carolina University.

Sincerely,

Beth Harmer

**Beth Harmer, DSW, MSW, LCSW, LCAS, CCS
Undergraduate Program Director
Assistant Professor**

All statements made in this and similar publications distributed generally to prospective or admitted students shall be for informational purposes only and should not be interpreted as being contractual for any purpose. The Department of Social Work at Western Carolina University reserves the right at any time, without notice, to change, modify, or cancel any course, program, procedure, policy, or disciplinary arrangement set forth in this handbook whenever, at its sole discretion, it determines such action to be appropriate.

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SOCIAL WORK IS SOCIAL JUSTICE

We affirm to our students that the Department of Social Work supports equity, inclusion and diversity and will not tolerate any discrimination on the basis of race, color, ethnicity, religion, political belief, immigration status, sex, sexual orientation, gender identity or expression, national origin, age, ability or disability, genetic information, and veteran status. To report bias or discrimination, go to: <https://www.wcu.edu/experience/dean-of-students/complaints-and-concerns.aspx>

MISSION, GOALS AND OBJECTIVES

Mission of Western Carolina University:

As Western North Carolina's regional comprehensive university, Western Carolina University is dedicated to academic excellence, affordability, and access. WCU inspires student learning through innovative teaching, nationally recognized programs, exceptional support, and a robust connectedness with surrounding communities in Southern Appalachia, including the Eastern Band of Cherokee Indians. Through a broad range of scholarly activities, our faculty and students seek to better understand our region, state, nation, and world. With an emphasis on engaging students both inside and outside the classroom, WCU's bachelor's, master's, and professional doctoral programs in Cullowhee, Asheville, and online aim to improve lives and promote economic prosperity throughout Western North Carolina and beyond.

Mission of the College of Health and Human Sciences:

The College of Health and Human Sciences educates and inspires students by innovatively integrating learning, inquiry, and community engagement. The college focuses on enhancing the health and well-being of native and rural communities in western North Carolina and beyond.

Mission of the Department of Social Work:

The mission of the Department of Social Work at Western Carolina University is to provide the knowledge and skills necessary to practice at the generalist (BSW) and advanced generalist (MSW) levels of Social Work practice. Congruent with the university's mission to improve individual lives and enhance community development in the predominately rural western North Carolina region, the Department seeks to prepare professionals who are committed to the core Social Work values of respect for all people and advancement of social and economic justice.

Department of Social Work Goals:

Consistent with the Department of Social Work Mission, the **goals** of the Department of Social Work are to:

1. Provide a curriculum based on the core competencies delineated by CSWE that enables students to gain a common body of social work knowledge, values and skills for generalist practice in a rapidly changing political, social, cultural, and economic environment;
2. Prepare culturally competent social workers for social work practice with diverse populations and client systems of various sizes and types;
3. Prepare social workers who will enhance the well-being of people in rural communities to promote social and economic justice; and,
4. Prepare social workers who will provide leadership for social service agencies and communities in the region.

BSW PROGRAM COMPETENCIES AND CORRESPONDING PRACTICE BEHAVIORS

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

The nine Social Work Competencies as determined by the Council on Social Work Education (CSWE) are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist foundation level of practice and the advanced generalist specialization level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

At the BSW level, the 9 competencies are operationalized by 31 behaviors reflecting the knowledge, values and skills necessary to practice at the generalist level.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. The CSWE Educational Policies and Accreditation Standards (EPAS) recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

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 inter-professional 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.

Behaviors:

B 1.1: 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

B 1.2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

B 1.3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

B 1.4: use technology ethically and appropriately to facilitate practice outcomes

B 1.5: 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.

Behaviors:

B 2.6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

B 2.7: present themselves as learners by engaging clients and constituencies as experts of their own experiences;

B 2.8: 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.

Behaviors:

B 3.9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

B 3.10: 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.

Behaviors:

B 4.11: use practice experience and theory to inform scientific inquiry and research;

B 4.12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

B 4.13: 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.

Behaviors:

B 5.14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

B 5.15: assess how social welfare and economic policies impact the delivery of and access to social services.

B 5.16: 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 inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Behaviors:

B 6.17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

B 6.18: 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 inter-professional collaboration in this process.
- Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Behaviors:

B 7.19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

B 7.20: 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.

B 7.21: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

B 7.22: 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Behaviors:

B 8.23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

B 8.24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

B 8.25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

B 8.26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

B 8.27: 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.

Behaviors:

B 9.28: select and use appropriate methods for evaluation of outcomes;

B 9.29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

B 9.30: critically analyze, monitor, and evaluate intervention and program processes and outcomes.

B 9.31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

ADMISSION AND CONTINUATION IN THE BSW PROGRAM

Criteria for Admission to the Undergraduate Social Work Program

Admission to the Social Work program is a two-part process:

- 1) **Pre Social Work major:** individuals who have been officially accepted as students at Western Carolina University may declare Pre-Social Work as their major at any time by completing a Declaration of Major Form. These forms may be obtained at the Advising Center or in the Department of Social Work office. All new pre-social work majors will be assigned an advisor on the Social Work faculty. New majors are required to attend Social Work Orientation which is offered on Advising Days each semester.

- 2) **Applying to the Social Work program:** pre-social work majors will apply to the Social Work program when the student has met the criteria listed below. A student's application will not be reviewed unless the following are met:
 - a. Attained an overall GPA of 2.8 at the time of application (all coursework)
 - b. Completed at least 35 credit hours
 - c. Completed or are enrolled in SOCW 151, SOCW 251, and SOCW 253
 - d. Must have achieved at least a grade of C or higher in any required or elective social work course or program requirements at the time of application

Applications are accepted each semester.

Application deadlines will be sent via email to all pre-social work students at the beginning of Fall & Spring semesters.

Students must attain formal admission to the Social Work Program prior to enrolling in social work practice courses (SOCW 360, 362, and 364), Field Prep (SOCW 396), and Field Practicum and Field Practicum Seminar (SOCW 486 and 496).

Appeal Process

Students who wish to appeal the decision of the committee may do so. To appeal an admission decision, a student must submit a written statement to the department head within 10 days of the date of the letter of notification from the undergraduate admissions committee. The statement must specify reasons for disagreement with the committee's decision. The department head will review the appeal and make a final decision.

http://catalog.wcu.edu/content.php?catoid=29&navoid=560#Academic_Action_Appeal_Policy_and_Procedures_Overview .

Criteria for Continuation in the Undergraduate Social Work Program

Formal admission to the Social Work Program and/or acceptance into the Field Practicum does not guarantee continuance in the Social Work Program. After formal acceptance, the Social Work Faculty will review all students' performance each semester until completion of all degree requirements. A student who is dismissed or drops out of the program will not automatically be

readmitted to the social work program. They must first consult with their advisor and the program director, and may then be required to re-apply, depending on the situation.

In order to continue in the Social Work Program, students must adhere to the following:

- Maintain an overall 2.8 GPA each semester after acceptance into the Social Work Program. If a student's overall GPA falls below 2.8 they will be dismissed from the program and must re-apply for admission. Students are allowed to reapply to the program one time.
- Students must have a 'C' or above in all required courses.
- Students may only re-take a social work course for grade replacement **one time**.
- Students are to be familiar with and adhere to the professional ethical guidelines delineated in the National Association of Social Workers (NASW) *Code of Ethics*. Failure to do so may result in immediate dismissal from the program. The *Code of Ethics* can be found on the NASW website: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Students are to be familiar with and adhere to academic honesty policies that are described in the *WCU Catalog*: <http://catalog.wcu.edu/content.php?catoid=45&navoid=1652#honestypolicy>
- Students are expected to demonstrate the ability to meet all of the technical and professional performance standards outlined in this document (Appendix A).

All students will be evaluated by these standards by the Undergraduate Progressions Committee each semester. If it is determined that the student has issues of concern that hinder their performance, or will potentially hinder their performance, they will be notified in writing of the issue(s) by the Undergraduate Program Director. Students may be invited to present their views to the Undergraduate Program Director and/or the Progressions Committee, depending upon the nature of the issue. Members of the Undergraduate Progressions Committee will consist of professors that are familiar with the student's performance and the Undergraduate Program Director.

Potential outcomes of progressions process are:

- a. Continuance in the program.
- b. Provisional continuance in the program. Continuance will be permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up meeting will be held to consider whether the criteria have been met.
- c. Termination from the social work program.

A student who is dissatisfied with the decision of the committee may follow the same process for appeal as described above for denial of admission to the Social Work Program.

Physical and Mental Health Issues

One of the primary responsibilities of the social work program is for the well-being of the client population served by the field placement agency. Occasionally, a student may have a physical or mental health issue that may affect his/her work with a particular client group. This information must be shared with the Director of Field Education at the time of the pre-placement interview.

If deemed necessary, the student should share relevant information about the physical or mental health issue with the prospective field placement supervisor. Or, permission will be given by the student for the Director of Field Education to inform the field placement supervisor.

Criminal Records (Felony or Misdemeanor)

The Department of Social Work expects student(s) with prior criminal convictions to inform their advisor as soon as possible. Laws governing work with children and other issues of moral turpitude preclude persons with criminal convictions from working in certain agencies or situations. Students are required to undergo a criminal background check prior to field placement. Some field agencies may also require students to undergo an additional criminal background check. **Students who fail to inform the Director of Field Education of a prior conviction will be dropped from the field agency, resulting in dismissal from the BSW program.** Criminal background check policies are reviewed in Appendix C of this document.

Drug Screens

Select agencies may also require students to complete a drug screening prior to participating in a practicum at their agency. If a student produces a positive drug screen, they may be dropped from the field agency. The BSW Admissions will meet within one week of receiving the results to determine whether the student will be allowed to continue at another field agency or will be dismissed from the BSW program. The student may remain in lecture courses while their case is being decided. Students who wish to contest the drug screen results may obtain another drug screen at their own expense within 24 hours of receiving the initial results.

Reasonable suspicion drug testing may be conducted when individualized and objective evidence exists to support the conclusion that a student (1) has engaged in the use of alcohol and/or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired. Evidence of a student's use of alcohol and/or illegal drugs or impairment may be provided by any individual, including employees of affiliated clinical agencies. Reasonable suspicion drug testing will be coordinated through the office of the Dean of the College of Health and Human Sciences, and the determination of whether drug testing is warranted under the facts and circumstances shall be made by the Dean and the University General Counsel. (See Appendix D for further information.)

In addition, any criminal charges because of drug or alcohol use that occur while a student is in attendance at WCU may also result in disciplinary action, including dismissal from the BSW/MSW program. Drug testing policies are reviewed in Appendix B of this document.

BSW CURRICULUM INFORMATION

Advising Process

Advising is a collaborative process between students and their faculty advisors. Students should become knowledgeable about degree requirements and should regularly review their degree evaluation located in “myWCU.” Faculty are available each semester during pre-registration to meet with students for advising. It is **VERY IMPORTANT** to not postpone pre-registration advising as many courses fill up very quickly and students may not get required courses when needed.

Transfer Credit

Credits transferred to WCU from other institutions are evaluated by the Registrar’s Office. The Registrar’s Office makes decisions on which courses taken will satisfy Liberal Studies requirements. The Social Work Department’s policy is that all social work courses accepted beyond the introductory social work course should have been taught at a CSWE accredited program. **Only social work courses taken within the past six years, including courses taken at WCU, will be accepted by the Department and count towards the student’s social work degree.** Exceptions may be made in special circumstances by the department head. The Department does not grant any credit hours for life experiences or previous work experience.

The Department does not grant any credit hours for life experiences, or previous work or field experience.

Course Requirements for BSW Degree

The BSW degree consists 120 hours of course work composed of the following:

- 42 required hours of liberal studies,
- 11 hours of general electives,
- 67 hours of social work required courses (including 480 hours of field work), listed below

Only grades of C or higher in the courses below will meet requirements for the BSW degree:

- SOCW 151: Introduction to Social Work (3 hrs.)
- SOCW 251: Social Issues Policy and Programs, (3 hrs.)
- SOCW 253: Practice I: Interviewing & Ethics (3 hrs.)
- SOCW 334: Human Behavior and the Social Environment-Life Stages (3 hrs.)
- SOCW 335: Social Work Research and Evaluation I (3 hrs.)
- SOCW 435 Social Work Research and Evaluation II (3 hrs.)
- SOCW 354: Human Behavior & the Social Environment-Person in Environment, (3 hrs.)
- SOCW 360: Practice II: Case Management (3 hr.)
- SOCW 362: Parctice III: Interventions (3 hrs.)
- SOCW 364: Community Practice (3 hrs.)
- SOCW 402: Diversity in Contemporary Society (3 hrs.)
- SOCW 396: Field Preparation and Professional Development (1 hr.)
- SOCW 486: Field Practicum (12 hrs.)
- SOCW 496: Field Practicum Seminar (3 hrs.)

- SOCW Electives (9 hrs.)
- BIOL 104: Human Biology (3 hours)
- PSC 101: American Government and Politics (3 hours)
- PSY 150: General Psychology (3 hours)

FOCUS AREA OFFERED

Child Welfare Collaborative

Students participating in the Child Welfare Collaborative must take SOCW 426 (Child Welfare) and complete a supplemental workshop to have a field placement as a child protective service worker. The course and the workshop, along with the CPS internship, will satisfy North Carolina state law that mandates 72 hours of pre-service training before any child protection work can be done. Students who complete a field placement as a child protection worker are usually given priority for employment.

Students not participating in the collaborative may be employed as a child welfare worker by the North Carolina Department of Social Services without doing a field placement and without taking SOCW 426 as long as they have a bachelor's degree. However, they may be employed at a lower level than students who have completed the child welfare course, the workshop and the internship.

FIELD PRACTICUM

The field practicum is an essential element of social work education. This experience gives students the opportunity to gain practical experience in preparation for professional social work practice. Through this experience, they are able to test their own values and attitudes and develop an awareness of self which is vital for successful social work practice.

The field practicum consists of 448 hours of work in a field agency, an average of 32 hours per week throughout one semester. (See the *Field Manual* for additional information.)

Selection of Agencies and Field Instructors

Field agencies are selected based on the educational needs of the student as well as agency interest and commitment to participation in the field education process. Before an agency is approved as a field practicum setting, the Director of Field Education will ensure that the setting is an appropriate placement and can provide a meaningful learning experience for students. The quality of the learning experience of students in placement, the continued presence of an appropriate Field Instructor, and the geographic proximity to the Western Carolina University service area are important considerations. Information about agencies is provided to students to assist them in making informed choices about their placement.

The following criteria are used when selecting field instructors:

1. It is preferable that the Field Instructor holds a Master of Social Work degree. However, a BSW or a bachelors or master's degree, respectively, in a related field will be considered when necessary to provide a unique field experience for a student.
2. The Field Instructor must have a minimum of two years, relevant full-time social work experience. The length of employment at the agency needs to be sufficient to ensure familiarity with agency policies and procedures and availability to meet student's needs.
3. The Field Instructor should have a willingness to maintain this role during the full placement period and to participate in the training required of all Field Instructors.
4. The Field Instructor must also be willing to provide reflective, administrative, and (where appropriate) clinical supervision for the student on a regular basis.
5. If the Field Instructor and the student have had a pre-existing professional or social relationship, this information must be shared with the Director of Field Education so the appropriateness of the placement can be determined.

Student Placements

Students will select agencies from information available in the department and in consultation with the Director of Field Education. If the agency can provide a valuable learning experience for the student and if there is appropriate supervision, an interview will be arranged between the student and agency. The interviews should be similar to a job interview. The agency representative should determine, as much as possible, whether the particular student seems to have the necessary skills and maturity to perform well in that agency. The agency makes the decision regarding selection of the student intern, with final approval by the Director of Field Education.

A student who does not meet deadline dates may potentially lose the opportunity to participate in a field practicum at the discretion of the Director of Field Education. Effort will be made during this process to match a student with an agency in a practice area of interest.

Evaluation of Student in Field Practicum

Each student will be assigned a Faculty Liaison, who will teach the student's seminar course and communicate with Field Instructors throughout the placement. The Faculty Liaison visits field placement sites to assess and evaluate the field placement activities of each student. The preferred plan is to make two (2) field visits during the semester. The final visit is usually made during the last two weeks of the semester to review the practicum experience and obtain the recommended grade from the field instructor. The Faculty Liaison meets with both the student and the Field Instructor at the agency, and communicates with Field Instructors as needed throughout the semester by telephone. The Faculty Liaison will ask the Field Instructor to complete mid- and end-of-semester evaluations with the student. Additional meetings are arranged, if necessary, to handle placement problems or special needs of students.

Evaluations of the agencies, Field Instructors, and the Field Liaisons are conducted each semester. Students are asked to evaluate their Field Instructors and agencies, while the agency Field Instructors are asked to evaluate the Faculty Liaisons. In addition, all involved parties are given opportunities to evaluate the Director of Field Education.

UNIVERSITY, COLLEGE, AND DEPARTMENTAL POLICIES

SOCIAL WORK IS SOCIAL JUSTICE: We affirm to our students that the Department of Social Work supports equity, inclusion and diversity and will not tolerate any discrimination on the basis of race, color, ethnicity, religion, political belief, immigration status, sex, sexual orientation, gender identity or expression, national origin, age, ability or disability, genetic information, and veteran status. To report bias or discrimination, go to: <https://www.wcu.edu/experience/dean-of-students/complaints-and-concerns.aspx>

Classroom Visitors

Any visitor to the classroom must be authorized by the instructor. Children are not permitted in the classroom unless authorized by the instructor. Pets are not permitted in the classroom unless they are service animals or are integral to the instructional activity and prior approval has been obtained.

APA Documentation

Students are ALWAYS expected to use APA style when writing papers and citing references (unless expressly stated by a course instructor). For writing tips and help on APA documentation go to: <http://www.wcu.edu/11743.asp> or go to Purdue's OWL site at https://owl.purdue.edu/owl/purdue_owl.html

CHHS Emergency Action Plan

Western Carolina University is committed to a safe and healthful environment that protects its students, faculty, staff, and the public, as well as its property. Employees and students at every level are responsible and accountable for the University's overall safety. Complete and active participation by everyone, every day is necessary. All staff and students are responsible for following all procedures detailed in the College of Health and Human Sciences Emergency Action Plan as well as working safely to prevent incidents.

As a student, you must know:

- The location of the closest emergency exit throughout the Health and Human Sciences building for all your classes and other common areas (these may be exits you don't normally use).
- Safe procedures for emergency evacuation, shelter in place, and adverse weather as well as other emerging situations.
- Emergency evacuation assembly areas.
- How you will be contacted during emergencies - consider signing up for the RAVE system

WCU Undergraduate Student Catalog

Students are expected to follow policies and requirements found in the WCU Undergraduate Student Catalog (<http://catalog.wcu.edu/index.php>) as well as those in this Social Work Handbook.

ADDITIONAL SUPPORTS

Academic Tutoring: Tutoring services at Western Carolina are offered through the Writing and Learning Commons (Belk 207) and Mathematics Tutoring Center (Stillwell 455). The Writing and Learning Commons also provides free, small-group tutoring for more than 100 courses each semester. Most tutoring is conducted on an appointment basis. Appointments can be made online at:

<http://www.wcu.edu/learn/academic-success/tutoring-services/about/index.aspx>

Office of Accessibility Resources: Accommodations for Students with Disabilities: <https://www.wcu.edu/learn/academic-services/disability-services/> Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886 or come by Suite 137 Killian Annex for an appointment.

Student Emergency Fund: WCU students with an immediate financial hardship resulting from an emergency, accident, or other critical incident can apply for a one-time funding award of up to \$500. The expense must be unexpected, unforeseen, and of an urgent nature. Applicants must be currently enrolled students, undergraduate or graduate students, and taking at least one credit hour in the current semester. Students may apply for funds when they have exhausted all other resources (including but not limited to financial aid eligibility). All applicants must provide detailed documentation of need (lease agreement, utility bill, etc.). For more information or to apply, go to

https://cm.maxient.com/reportingform.php?WesternCarolinaUniv&layout_id=6

Counseling, Psychological Services and Psychiatric Assistance: The Counseling and Psychological Services (CAPS), Bird Building, 2nd Floor, Room 225 provides free, confidential student services including individual and group counseling and therapy, emergency on call, consultation, and outreach programming to aid students with educational, personal or psychological concerns. CAPS provides consultations and psychological counseling to students on a short-term basis at no cost. If, following an initial appointment, CAPS staff determines that a student's needs do not match the services available, or if longer-term counseling is recommended, referrals for other resources will be made by the staff. CAPS also offers after-hours on-campus emergency coverage for trauma and life-threatening situations such as suicide and sexual assault. To activate the system, call the Campus Police Department at 828.227.8911 and ask for the crisis clinician.

Contact the Center at 227-7469 for assistance or visit their web page at

<http://www.wcu.edu/experience/health-and-wellness/caps/index.aspx>

Student Success: Student Success is an academic support program provided to eligible students through Student Affairs at WCU and includes several services for all WCU students. Their program assists students in choosing and working toward their academic, career, and personal goals with programs tailored to specific needs. For detailed program listings visit their web page at:

<https://www.wcu.edu/learn/academic-success/index.aspx>

Technology Support: The Technology Commons, located on the ground floor of Hunter Library, offers technology support to students at Western Carolina University. All services are **free** of charge, excluding non-warranty hardware support and printing.

- **Software Support**

Free software support and repair is available at the Technology Commons service counter. Assistance with virus/malware removal, data backup, software installation (including operating systems), and other software issues can be requested by all WCU students. Some repairs may require computers to be checked in to the Technology Commons for more in-depth repairs. Software support is available remotely for those who are unable to visit in person; this service can be requested via the IT Help Desk at 828.227.7487 or via our [chat](#).

- **Hardware Support**

Warranty repairs for Apple and Dell computers, purchased through the University's Dell and Apple websites, are free to all WCU students.

Computers that are not under warranty or have damage that is not covered under an existing warranty may be able to be repaired for a fee.

- **Software Downloads**

The latest version of [Avira Antivirus](#) and Microsoft Office is available for installation at the service counter **FREE** of charge.

- **Mobile Device Support**

Assistance with connecting smartphones, tablets, and other mobile devices to WCU student email accounts and wireless can be requested at the service counter or find the instructions online for WCU [student email](#) and [wireless](#).

- **WCU Account Support**

Catamount Mail, myWCU, and Blackboard account support is available at the service counter, by contacting the IT Help Desk at 828.227.7487, or through [chat](#).

- **WCU Network Support** (wired & wireless)

Assistance with connecting to the WCU wired or wireless network is available at the service counter or by appointment through the IT Help Desk at 828.227.7487. Support is also provided by Technology Commons' TCOR staff for residence halls.

APA Documentation

Students are ALWAYS expected to use APA style (7th ed.) when writing papers and citing references. For writing tips and help on APA documentation go to:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Appendix A
Technical and Professional Standards
for
Social Work Students

**MASTER'S AND BACHELOR'S DEGREE PROGRAMS IN SOCIAL WORK
COLLEGE OF HEALTH AND HUMAN SCIENCES**

The technical standards outlined below are required for admission, retention, and graduation from the Department of Social Work at Western Carolina University. These standards, describe the physical, cognitive, emotional and behavioral requirements of social work students. They are designed to provide reasonable assurance that students can participate fully in all aspects of coursework and the field practicum, with or without accommodation, resulting in successful graduation from the program.

1. Observation: Students must be able to:

- Accurately observe clients to effectively assess their situations.
- Have functional use of the senses and sufficient motor capability to carry out the necessary assessment activities.

2. Communication: Students must be able to:

- Communicate effectively with other students, faculty, staff, clients and other professionals, and exemplify a willingness and ability to listen to others.
- Demonstrate effective communication in oral presentations, written assignments, small group settings, and through electronic means.
- Perceive and interpret nonverbal communication.
- Use spoken and written English to understand the content presented in the program.
- Comprehend reading assignments and search and evaluate the literature.
- Demonstrate competency in writing skills.

3. Sensory and Motor Functions: Students must have sufficient sensory and motor abilities to:

- Attend class and complete the required number of hours during their field practicum.
- Maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in the classroom and in social work agency settings.

4. Intellectual, Conceptual, Integrative and Quantitative Functions: Students must have the ability to:

- Think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. These skills allow students to make proper assessments, use sound judgment, appropriately prioritize therapeutic interventions, and measure and report client outcomes.
- Demonstrate skills of recall using long and short term memory, inferential reasoning, application of knowledge, and evaluation of predicted outcomes at appropriate levels in the program.

5. Self-Awareness: Students must exhibit:

- Knowledge and openness to learning how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
- Willingness to examine and change their behavior when appropriate and work effectively with others in subordinate positions as well as with those in authority.

6. Emotional and Mental Stability: Students must demonstrate the ability to:

- Deal with current life stressors using appropriate coping mechanisms effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- Effectively use help for medical or emotional problems that interfere with academic and clinical performance.

Professional Performance Standards

The Department of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The program expects students to exhibit behaviors that are consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and the larger community. Some specific examples of professional performance standards are outlined below.

Students must demonstrate:

- A commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
- The essential values of social work including the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
- Behaviors that follow program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.
- Responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
- A commitment to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

Appendix B

**College of Health and Human Sciences
Alcohol and Drug Testing Policies for Students**

**WESTERN CAROLINA UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SCIENCES**

Approved 1-2017

ALCOHOL AND DRUG TESTING POLICY for STUDENTS

I. University Policy Statement

Western Carolina University (the “University”) is committed to maintaining a drug-free workplace and academic environment in compliance with the federal Drug Free Workplace Act of 1988 and in accordance with University Policy #38, *Illegal Drugs*, and University of North Carolina Policy 1300.1, *Illegal Drugs*. Further, the University is committed to provide campus experiences for its students that are safe, legal, and responsible, in accordance with University Policy #81, *General Campus Policy for Alcoholic Beverages*, and the University Code of Student Conduct.

II. University Interests

The University recognizes its responsibility to provide for a safe learning environment for University students and personnel, as well as a safe clinical/internship setting for patients and employees of affiliated agencies. The use of alcohol and/or drugs, lawfully prescribed or otherwise, which interfere with the student’s judgment or motor coordination poses an unacceptable risk to the aforementioned. For the foregoing reasons, the College has adopted this policy to further the following interests of the University:

1. To prevent the possession, consumption or distribution of illegal drugs, which violates applicable federal and state law, University Policy #38 and/or the University Code of Student Conduct and substantially adversely impacts the efficacy and integrity of the Programs;
2. To promote the safe, legal, and responsible purchase, consumption or possession of alcohol, in accordance with University Policy #81, *General Campus Policy for Alcoholic Beverages*;
3. To cooperate with affiliated agencies by ensuring, to the extent possible, that students comply with agency policies, rules, and regulations pertaining to the placement of students in clinical/internship experiences, including agency alcohol and drug testing policies.

III. Definitions

1. *Drug testing* means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting an illegal drug or alcohol.
 - a. *Pre-placement drug testing* means drug testing conducted prior to a student engaging in a learning experience at an affiliated agency if the agency requests such testing.

- b. *Reasonable suspicion drug testing* means drug testing conducted on a student because individualized and objective evidence exists to support the conclusion that a student (1) has engaged in the use of alcohol and/or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired. Facts that could give rise to reasonable suspicion include, without limitation: observed possession or use of illegal drugs or alcohol; the odor of alcohol or drugs; impaired behavior such as slurred speech; decreased motor coordination; difficulty in maintaining balance; marked changes in personality or academic performance or behavior; reports of observed drug or alcohol use; an arrest or conviction for a drug or alcohol related offense; positive pre-placement or other drug tests; or newly discovered evidence of drug test tampering.
 - c. *Repeat drug testing* means a drug test that is repeated following a positive test. This test will be conducted within 5 days following notification of a positive test and will test the broadest spectrum of drugs.
 - d. *Random drug testing* means drug testing where employees or students of affiliated agencies are tested randomly at the discretion of the agency without reasonable suspicion.
- 2. “Impaired” means that a person’s mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for disability). An impaired student, by virtue of his/her use of alcohol, illegal or legal drugs, exhibits deteriorated motor/psychomotor function, reduced conceptual/integrative/synthetic thought processes, and/or diminished judgment and attentiveness compared with previous observations of the student’s conduct and performance. For purposes of this policy, the term impaired shall also mean addiction and/or physical or mental dependence upon alcohol, illegal, or legal drugs.
 - 3. “Illegal drug” means (1) any drug or substance whose use, possession, and manufacture are regulated by the Commission for Mental Health, Developmental Disabilities, and Substance Abuse Services pursuant to Article 5 of Chapter 90 of the North Carolina General Statutes (the “Controlled Substances Act”); or (2) a drug whose use is strictly controlled by a physician’s prescription or other order and such use is inconsistent with the prescription or other order.
 - 4. “legal drug” means any drug or substance that is available without a prescription and/or any drug or substance that has been prescribed by a healthcare provider.
 - 5. “*Program*” means all degree granting programs in the CHHS.
 - 6. Each program will have one or more “Program Designees” that will oversee student affairs issues.

IV. College Procedural Requirements

A. Prohibited Conduct and Duty to Notify of Charges/Convictions

1. All conduct specified in University Policy 38 Illegal Drugs and Illegal Use or Abuse of Alcohol (Policy 38) and University Policy 81 Alcoholic Beverages (Policy 81) is expressly prohibited. The terms of Policy 38 and Policy 81 shall be made a part of this policy. Nothing in this policy shall be construed to limit or otherwise constrain the terms of Policy 38 or Policy 81.
2. Nothing in this policy shall be construed to limit or constrain the terms of any agency drug testing policy or scheme.
3. Under no circumstance should a student participate in Program courses or educational experiences while he/she is impaired.
4. Under no circumstance should a student manufacture, consume, possess, sell or distribute illegal drugs or alcohol in violation of applicable federal and state laws and/or applicable Program and University policies, including the University Code of Student Conduct.
5. Students have an affirmative duty under this policy to report any criminal charges, convictions or plea agreements that are related to the manufacture, use, possession, sale or distribution of an illegal drug, or to the purchase, consumption or possession of an alcoholic beverage. Such violations, if substantiated, will result in disciplinary action, up to and including dismissal from the Program, in accordance with established Program disciplinary policies and procedures. Such violations will also result in a referral to the Department of Student Community Ethics (“DSCE”) for investigation and University discipline if warranted.
6. A student who violates any provision of this Section IV.A will be deemed to be ***unable to meet the essential functions and technical standards*** of their Program and will be subject to disciplinary action, up to and including dismissal from the Program.
7. A student should be aware that a positive drug test may impede his/her ability to part-take in clinical/internship experiences and therefore may impede his/her ability to progress in a Program.

B. Agreement to Submit to Drug and Alcohol Testing

1. A student entering or progressing in a Program that requires a drug test(s) as a condition of enrollment must submit to the said drug testing as required by the Program.
2. A student participating in a Program must agree to submit to pre-placement drug testing; reasonable suspicion drug testing when circumstances warrant such testing; and/or repeat drug testing as required by the Program.
3. All students shall sign an acknowledgment and consent form (Attachment A) that evidences the student’s consent to: (a) comply with University, College, and Program policies pertaining to alcohol and illegal drugs; (b) comply with all policies and regulations of affiliated agencies pertaining to alcohol and illegal drugs; (c) submit to all drug testing as described in this policy; and (d) authorize the disclosure of drug testing results to the Dean of the College of Health and Human Sciences (CHHS) or his/her designee. Refusal to sign the acknowledgment and consent form shall be grounds for non-placement in clinical/internship experiences and subsequent dismissal from the Program.

C. Actions Following Positive Drug Tests

1. Upon receipt of a positive drug test, the Dean of College of CHHS or his/her designee shall inform the Program Designee of the positive drug test, the student who received the positive test, as well as any other information needed to evaluate the positive drug test.

The Program Designee shall notify the student in writing of the result of the drug test; the option to repeat the drug test one time; as well as any disciplinary action imposed. The repeat drug test shall be conducted by a mutually agreed upon qualified vendor and all costs of the repeat test shall be borne by the student.

If a student chooses to submit to a repeat drug test, any appeal time-line designed in this policy shall be stayed until the Program Designee notifies the student of the result of the repeat drug test.

A student who receives a positive drug test, or a positive repeat drug test, will be subject to disciplinary action.

2. Disciplinary action at the Program level for a positive drug test will be decided by a designated group of Program faculty and may include dismissal from the Program. Program level disciplinary action may be appealed pursuant to Section D of this policy.
3. A positive drug tests will also be referred to Department of Student Community Ethics (DSCE) for investigation pursuant to the Western Carolina University Student Code of Conduct (Code).
4. Students that are dismissed from the University are dismissed from the Program.
5. Any attempt to tamper with, contaminate or switch a sample during any drug test will result in disciplinary action, up to and including dismissal from the Program and will be referred to the DSCE for investigation pursuant to the Code.
6. If a student is permitted to continue in the Program following a positive drug test result, the agency that required the test may handle the issue according to its policy. In the event that the agency refuses to permit the student to continue with the agency an alternative placement will be sought; however, if placement cannot be found the student may not be able to progress through the program, depending on the program's requirements.

D. Program Appeal

1. A student who wishes to appeal the decision of the Program have the option to do so in writing to the Dean of CHHS within five (5) days of notification as specified in Section C.1.
2. The Dean may request in writing supportive information from the student, which must be provided within 5 days of the Dean's request.
3. The Dean will decide on the case within five (5) days of receiving all requested information.

4. The Dean may base his/her decision on any or all information provided and/or learned through investigation conducted him/her self or others.
5. In order to maintain an appeal, a person must remain a student in good standing of the university. All appeal rights terminate with the loss of student status.

E. Pre-Placement Drug and Alcohol Testing

1. Pre-placement drug testing will be coordinated through students' Program and will be conducted by a qualified vendor or as determined by the affiliated agency. The cost of all drug testing shall be borne by the student, unless it is otherwise provided by the affiliated agency. Any positive pre-placement drug test shall be evaluated pursuant to this policy.
2. If a student is permitted to continue in the Program following a positive pre-placement drug test result, the agency that required the test will handle the issue according to its policy. In the event that the agency refuses to permit the student to work with the agency an alternative placement will be sought; however, if placement cannot be found the student may not be able to progress through the program, depending on the program's requirements.

F. Reasonable Suspicion Drug and Alcohol Testing

1. Reasonable suspicion drug testing may be conducted when individualized and objective evidence exists to support the reasonable suspicion that a student (1) has engaged in the use of alcohol and/or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired.
2. Evidence of a student's use of alcohol and/or illegal drugs or impairment may be provided by any individual, including employees of affiliated agencies.
3. The determination of whether or not reasonable suspicion testing is warranted shall be made by an agency, or by the Program Designee and Dean of CHHS.
4. Reasonable suspicion drug testing will be coordinated through the student's Program Designee, and the cost of drug testing shall be borne by the student.

V. Confidentiality

All drug testing results shall be used, maintained, and disclosed by the College and/or University only as permitted by and in strict compliance with all applicable federal and state laws and regulations pertaining to confidential and protected health information and student records.

Appendix C

**College of Health and Human Sciences
Criminal Background Screening Policy for Students**

CRIMINAL BACKGROUND SCREENING POLICY for STUDENTS

Policy Statement

Western Carolina University and the College of Health and Human Sciences (College) is committed to the safety of the campus community and the agencies, clients, and patients we serve. All students who are formally accepted into undergraduate or graduate programs that require clinical internships* in the College of Health and Human Sciences must participate in a criminal background screening prior to placement in the clinical internship. The individual degree program(s) will determine initial and subsequent criminal background screening requirements and deadlines. Students who do not comply with the program requirements may delay their clinical placement, delay their progression within the program, and/or may be dismissed from the program.

*Exceptions to this Policy (do not require clinical internships):

Environmental Health
Online EMC program
Undergraduate Communication Sciences and Disorders
Undergraduate Nutrition and Dietetics

Procedures:

1. Initial criminal background check (CBC) will be performed by a third party vendor under contract with UNC/WCU/College of Health and Human Sciences (e.g., Certiphi), with the results of the Investigation sent to the College of Health and Human Sciences Dean's Office for review and judgment in accordance with applicable College policies and procedures.
2. All initial, additional and subsequent required criminal background screenings will be at the student's expense.
3. The program designee will submit student names and the deadline for when the CBC must be completed to the Dean's Administrative Assistant (DAA). The DAA in the College of Health and Human Sciences will monitor completion of the CBC and report incomplete screenings to the appropriate Program Designee prior to clinical placement. If CBC information is not available at a designated time, the student's matriculation through the program may be negatively impacted as clinical sites can make the ultimate decision on pass vs. fail of a CBC; therefore; clinical placement is not assured.
4. If a CBC indicates a criminal history that could impact the student's ability to be placed in a clinical setting, progress in the specific program, and/or successfully complete the specific program, the DAA will notify the College Dean, the College Associate Dean, and Program Designee of the students' identity. The Program Designee will then notify the student that the CBC Review Committee will be reviewing his/her case. The Associate Dean will assemble the CBC Review Committee; an ad hoc subcommittee of the College Clinical Education Committee composed of five members including the

Program Designee and the College Associate Dean who will serve as ex officio (non-voting) chair of this committee.

5. At the request of either the student or the CBC Review Committee, the student may present additional information to the CBC Review Committee. Additional information must be made available to the College Associate Dean within 5 calendar days following notification to the student that the CBC Review Committee will be reviewing the case.
6. Once all information is available, the CBC Review Committee will make a recommendation based on criteria listed in Appendix A, and any materials presented by the student. The College Associate Dean will communicate the committee's recommendation to the student, the Program Designee and the College Dean.
7. The College Dean shall have access to all information regarding the student, including but not limited to all information made available to the CBC Review Committee. In addition, the College Dean may request new information from the student, which must be presented within 5 calendar days of the request. The College Dean will either accept the recommendation of the CBC Review Committee or make an alternative decision. The Dean's office will notify the appropriate Program Designee and the student of the final decision.

Note: Confidentiality of Records

Criminal background check records are confidential and will not be shared with anyone other than (1) faculty/staff involved in the review as indicated above, including the CBC Review Committee membership, and (2) with the agencies or hospitals that request them pursuant to applicable law and policy.

Individual Courses

On occasion students who take particular courses, but are not yet accepted into any programs within the College, are required to submit a CBC to participate in an "observation activity" at a particular agency that requires background screening. In these cases, the results will be submitted to the agency/hospital setting for review as appropriate. Those students who are unable to participate in the activity due to activity discovered on their CBC will be required to withdraw from the course or receive a failing grade.

The CBC Review Committee will review the student's CBC for the following felonies. A conviction or plea of guilty or no contest to any of the felonies noted below may disqualify the student from participating in a clinical learning experience in the College. Additionally, this may preclude a student from being admitted or completing an academic program within the College.

- a. Homicide
- b. Kidnapping and abduction
- c. Assaults with weapons or inflicting serious injury
- d. Rape or other sex offense
- e. Abuse, neglect or exploitation of children, disabled adults or elder adults

Other types of felony or misdemeanor convictions, including sale, possession, distribution or transfer of controlled substances, robbery or larceny, program specific offense as supplied by the

program to the College Dean, or questionable criminal histories will be reviewed by the CBC Committee in accordance with the following criteria:

- a. Would the student pose a threat to the health and safety of the university community and any patient or client?
- b. Discipline expectations and requirements (e.g. Program specific offenses).
- c. Discipline received from external sources (e.g. courts, administrative agencies, etc.)

Attachment A**WESTERN CAROLINA UNIVERSITY
College of Health and Human Sciences****Acknowledgement and Consent Form**

Students in the Programs shall be familiar with applicable legal and ethical requirements set forth in state licensure laws and regulations pertaining to healthcare professions and occupations.

I have read and understand the College of Health and Human Sciences Alcohol and Illegal Drug Testing Policy for Students ("Policy"). I also have had an opportunity to ask questions about the Policy.

By my signature below, I agree to comply with the requirements of this Policy, and all applicable policies and regulations of the University and affiliated agencies. Further, as a condition of participation in the Program, I knowingly and voluntarily consent to submit to any drug testing required by the University, College, or Program, or any requisite pre-placement drug testing or random drug testing required by an affiliated clinical agency.

I hereby authorize the disclosure of any and all drug testing results to the Dean of the College of Health and Human Sciences or his/her designee.

I hereby agree, for myself and on behalf of my successors, heirs, and assigns, to hold harmless and waive any and all claims and release, satisfy, and forever discharge Western Carolina University and its trustees, officers, and employees, and the University of North Carolina and its governors, officers, and employees from any and all actions, claims, damages, judgments, demands, rights, and causes of action of whatever kind or nature, arising out of or in connection with the College's, Program's, and University's administration of the Policy.

Student Signature

Date

Printed Name

Attachment B**WESTERN CAROLINA UNIVERSITY
College of Health and Human Sciences****Acknowledgement and Consent Form**

I have read and understand the College of Health and Human Sciences Criminal Background Check Policy for Students (“Policy”). I also have had an opportunity to ask questions about the Policy.

By my signature below, I agree to comply with the requirements of the College, Program, this Policy, and all applicable policies and regulations of the University and affiliated clinical agencies

I hereby agree, for myself and on behalf of my successors, heirs, and assigns, to hold harmless and waive any and all claims and release, satisfy, and forever discharge Western Carolina University and its trustees, officers, and employees, and the University of North Carolina and its governors, officers, and employees from any and all actions, claims, damages, judgments, demands, rights, and causes of action of whatever kind or nature, arising out of or in connection with the College’s, Program’s, and University’s administration of the Policy.

Student Signature

Date

Printed Name