AAC. See Adjunct Admission Committee
Abbott, Edith, 48
Abuse, history of, psychological tests and, 304–5
Academic adjustments, for disabled students, 203–4
Academic administrators, and gatekeeping, 12–13, 38
Academic admissions criteria, 158
The Academic and Professional Standards Committee, 238–42; and inappropriate behavior, 244–46, 252–54; and unethical behavior, 252–54
Academic criteria, 213; professional, 89; screening by, 36–37
Academic culture, and diversity, 100
Academic decisions, 263; courts and, 218
Academic deference, 178
Academic degree, entitlement to, 14
Academic discipline, court cases, 242–54
Academic dismissals, 54–55, 175, 178; attorneys and, 191; confidentiality of, 246; contract law and, 178–81; courts and, 177–78, 217–20, 222–23, 262–63; due process in, 175, 176–77, 217
Academic judgments, 36, 241
Academic performance: evaluation of, 35, 113; poor, dismissal for, 64; review policy, 390–97
Academic programs, and code of ethics, 125–26
Academic requirements, 212; change in, court case, 219–20; essential, and disability laws, 199
Academic standards, 161–64, 259–78, 431; as basis for admission, 159–60; behavior as, 152, 188, 214; essential functions as, 206–7; ethical issues as, 54–55, 236, 238–39; performance expectations as, 188–89; professional, 261–64, 269–76; scholastic, 264–69
The Acceptance of Others Scale, 96–97
Acceptance rates, 64; graduate programs, 39
Access: to social work education, 80; to psychological test results, 306
Accommodation of disabled persons, 203–4, 227–28, 231–32; program integrity and, 230; psychiatric problems and, 232–34; standards and, 234
Accountability, 24, 154, 155; exit exams and, 362–63; professional, agencies for, 13; student evaluation as, 359
Accouterments, to admissions, 164–65
Accreditation bodies, 13
Accreditation standards, 24, 52, 165, 285, 346–47; and admissions
criteria, 279; assessment of student performance, 118, 119; CSWE, 126, 149, 361; CSWE handbook supplement on, 435–36; and dismissal of students, 54–55; and diversity, 75; exit exams and, 362; and field education, 108–9; screening of students, 17, 60;
Acculturation of students, 108; field education and, 130
ACT. See American College Testing
Actual harm, behavior evaluation and, 237
ADA. See Americans with Disabilities Act
Adams, M., 99, 100
Addiction, 198, 227; Americans with Disabilities Act and, 273–74; sexual, 246–50
Adjunct Admission Committee (AAC), 280–84
Adkins, Lynn Frantz, xvii
Administrators, and gatekeeping model, 36
Admissions accouterments, 164–65
Admissions criteria, 135–36, 213, 217, 293–95, 359–60; deficit-oriented, 137–40; empathy assessment, 96; intrapersonal intelligence assessment, 94; physical qualifications, 231–32; predictive validity of, 140–41; psychological testing, 293–307; self-assessment and, 400–403; statement of, 213; technical standards, 205, 228. See also Admissions standards
Admissions decisions: denial, 60; student disabilities and, 201–2, 203
Admissions essays, 275; questions for, 381–83; self-awareness shown by, 272
Admissions policies, 101–2; ADA and, 294, 295; alteration of, 215–17; code of conduct for students, 388–89; court decisions, 212, 215–17, 224–25; and diversity, 73–76, 77, 79, 87; enrollment caps and, 157–58; equal opportunity and, 142–43; flexibility in, 81; gatekeeping and, 62–64, 135–36; and handicapped persons, 183, 226; limited resources and, 156; practitioners and, 286; and racial balance, 225; rating sheets, sample, 384–87; relativity of, 156; review of, 297; screening of students, 38, 136–47; and student potential, 80–81; study of variables, 280–84; talent development approach, 88–91; values assessment, 96
Admissions reviews, 279–88
Admissions standards, 24; development of, 213; minimum, 32; and professional conduct, 213; selective, 8–9, 12, 81–82. See also Admissions criteria
Adviser of dismissed student, 395, 397
Advocacy movements, social workers and, 196
Affective screening criteria, 269–76
Affirmative action, 15; views of, 73–76
African-American social workers, 49
Age, and field placement performance, 113
Agencies, liability of, information sharing and, 313
AIDS, teacher with, 231
Albidin, R. R., 24
Albritten, Bill, xvii
Alcoholism, 24, 227, 231
Alexander, K., 126
Alexander, M. D., 126
Alexander v Choate, 230
Allenbury Colloquium, 52
Alperin, D. E., 308
Alumni contacts, 67, 77
American College Testing (ACT), 266

Downloaded from cupola.columbia.edu
Americans with Disabilities Act (ADA), 127, 182–84, 196, 197, 214–15, 226–27; and admissions policies, 294, 295; court decisions, 227–34; enforcement mechanisms, 198–99; and higher education institutions, 199–200; and information-sharing policies, 320; and preadmission inquiries, 200–201; and undue hardship, 207–8

*Americans with Disabilities Act Handbook*, 226–27

Analysis skills, 267

Anderson, J., 99

Anderson, M. F., 153

*Anderson v University of Wisconsin*, 231

Antisocial personality, 25–26

Appeals process: for academic decisions, 214; for automatic dismissal, 394–95; for exit exams, 367

Application for field education, 113

Appropriate social work practice, views of, 121

APSSW. See Association of Professional Schools of Social Work

“Arbitrary and capricious” standard, 69, 176, 181–82, 213, 225; court cases, 216–17; procedural due process and, 175

Archer, R. P., 302

*Arizona Board of Regents v Wilson*, 114, 216–17

Arkava, M., 52, 56

Art, social work as, 337–39; field education and, 118

Assessment: and nature of education, 333–35; of student learning, 346–47; of student portfolios, 349–54; of students, 359–60. See also Evaluation

Association of Baccalaureate Social Work Program Directors (BDP), 53; conferences, xii–xiii

Association of Professional Schools of Social Work (APSSW), 50

Association of Training Schools of Professional Social Work, 48

Astin, A., 81, 83, 86, 88

Atherton, C., 96

Athletes in social work programs, 36

Attitudes, 53; academic standards, 54, 262; assessment of, 92, 96–97; education and, 89, 91

Attorneys, and academic issues, 190–92. See also Legal counsel

Auerbach, C., 64

Authority of universities, 171–72

Autobiographical statements, at admission, 63

Automatic dismissal statements, 392–94

Autonomy, psychological, development of, 144

Axinn, J., 46

Baccalaureate Program Directors Association, 18

Baccalaureate social work education, ix–x

Baccalaureate Social Work (BSW) programs, 60; academic criteria, 89; acceptance rates, 64; accreditation standards, 435–36; admissions, 24, 39, 279–88, 293, 381–83, 384–87; appropriate students, 188; Bethany College, 340, 342–43, 367–76; development of, 52–56; and disability laws, 208–10; dismissal from, 4–5, 38, 64; evaluation of students, 119; exit exams, 66, 361–62, 363; field placements, 65, 108–10; gatekeeping in, 7, 35–36, 53–54, 60–72, 149; and handicapped students, 127, 183, 196; information sharing study, 310–17; legal counsel, 190–92; and liability of supervisors, 187; portfolio assessment, 343–46; screening practices study, 260; screening processes, 36, 111,
135–48; student continuation policy, 390; student performance review, 390–97; termination procedures, 207
Banking model of education, 333
Bartlett, H. M., 51, 52
Baseline profile of students, 286–87
Basic Personality Inventory (BPI), 271
Bean, G., 63, 69, 140, 279
Beck, N., 267
Behavior: as academic standard, 123–24, 188, 275; ethical, evaluation of, 237–42; in field education, 122; inappropriate, feedback on, 67; professional, academic standards and, 152; problems of psychological assessment and, 299; professional standards, 125, 188–89; underlying causes of problems, 305
The Belief in a Just World Scale, 96
Bennett, L., 118
Berger, R., 76, 78
Berliner, A. K., 27, 31
Bernard, Richard M., 369
Besharov, D. J., 309
Besharov, S. H., 309
Bethany College: exit exams, 367–76; portfolio assessment, 340, 342–43
Bias: in admissions standards, 140–41, 159–60; of social workers, 326
Billingsley, A., 76, 77
Biographical statements, 272
Bisman, C., 326
Black, P. N., 27, 67
Blacks Law Dictionary, 186, 197
*Blackwell v United States Department of the Treasury*, 230
Blake, J. H., 139
Blake, R., 28, 38, 62, 141, 143, 146, 150, 152, 153, 279
Blakely, Eleanor H., xviii
Bleyer, K., 199
Block field placements, 109–10
Bloom, M., 113
Board of Curators of the University of Missouri v Horowitz, 124, 172–73, 175, 177–78, 179, 188, 217–18, 237
Boehm, W. W., 51
Bogal-Albritten, Rose, xviii
Bolton, B., 301
Borderline personality, 232
Borecki, M., 308
Born, C. E., 30, 39, 53, 61, 146, 152, 153, 156, 279
Boston Children’s Aid Society, 48
Boston Charity Organization Society, 46
Boundary maintenance, gatekeeping as, 6
BPD (Baccalaureate Program Directors), conferences, xi–xiii
BPI. See Basic Personality Inventory
Bracy, Wanda D., xviii
Brain injury, 227
Breach of contract, academic dismissal as, 178
Brennan, E. C., 52, 56
Bridge, C., 342
Bridging environment, college as, 144–47
Brief Symptom Inventory (BSI), 274
*Brookins v Bonnell*, 221
Brown, L. B., 76, 77
Brown, R., 351
Brownstein, C., 68
BSI. See Brief Symptom Inventory
BSW programs. See Baccalaureate Social Work programs
Budget decreases, 165
Burian, B. K., 31
Byers, Kathy, xix
Cabot, R. C., 47
California F-Scales, 96
California Psychological Inventory (CPI), 301
*Camenisch v University of Texas*, 204
Cannon, I., 47
Capricious decisions, 176, 213, 216–17, 225
Capstone assignment, portfolio as, 336
Capstone field practicum, 271, 273, 275, 276
Capstone gatekeeping, 165
Carbino, R., 53
Career development seminars, 67
Care standards, for faculty members, 184–85
Carlton, T. O., 47
Carlton-LaNey, I., 49
Carrillo, D. F., 96, 97
Carroll, D. J., 30, 39, 53, 61, 146, 152, 153, 156, 279
Carr v St. John's University, New York, 219
Casework method, social work as art, 337
Castellano, L. A., 198
CD-ROMs, as student portfolios, 348
Certification groups, 13
CES-D Scale, 274
Chalk v. United States District Court, 231
Challenges: of academic decisions, 214; of psychological test results, 306–7
Chance v Board of Examiners, 216
Change, art of social work and, 338
Chapman, R., 198
Character of students, as academic standard, 36
Charity Organization Societies (COS), 46, 47
Cheating on exams, 219
Checklists: critical thinking assessment, 421–22; for grading ethics codes comparisons, 419–20; for portfolio assessment, 349–51, 354
Cheers, J., 121
Child abuse, and social work as career choice, 27
Christ, Charlotte C., xix, 208, 234
Chronic illness, information of, 311, 312, 313
Civil liberties, MSW programs and, 151
Clark, M., 82
Classroom performance: as screening criteria, 275; sharing information of, 311, 312
Clements v Nassau County, 223
Clients of social work, 30; instructor's responsibility to, 128–30; relationships with, 249–50; rights of, in field education, 127; self-determination of, 163; students as, 13, 135, 141, 144–45, 237–38, 245–46, 313–14, 318–21
Clinical competence: disability law and, 205–7; judgment of, 172–73
Clinical insufficiency, decisions of, 263
Clinical performance: as academic matter, 131, 220; evaluation of, 218; in field placement, 124
Clinical psychopathology, assessment of, 301
Clinical skills, 212
Clinical training programs, physical qualifications, 231–32
Clinicians: and ethical violations, 40; faculty members as, 145–46, 152
“Closing the gate,” 4–6. See also Screening out
Cochran, C. D., 274
Code of Ethics. See NASW Code of Ethics
Coe, S., 118
Cognate courses, requirement of, 268
Colleagues, relationships with, 268–69
“Collective conscience,” faculty as, 51
College attorneys, 190–92
College catalogs, 213, 238, 263; contractual nature of, 178
College environment, psychological tests and, 305
College students, psychological assessments, 304
Commission on the Study of Competence (NASW), 51–52
Committees: for due process hearings, 190; for standards, 238–42
Commonwealth Fund, 50
Communication difficulties, disability laws and, 202
Communication skills, 267, 268–69; as academic standard, 89, 162; evaluation of, 35
Community colleges, recruitment from, 78
Community organizations, recruitment through, 77
Compassion, art of social work and, 338
“Compelling professional reasons,” for privacy violations, 309
Competence in social work, 16, 35, 51–52; assessment of, 32–33; development of, 88; exit exams and, 360, 362–63; gatekeeping and, 9; of graduates, 23–24
Competence-oriented screening, 139
Concurrent field placements, 109–10
Conduct dismissals. See Misconduct dismissals
Conduct standards, 213; as academic evaluation, 36; statement of, 263
Conferences: portfolio assessment, 353; professional, xi–xii; student evaluation, 35
Confidentiality, 309; of admissions essays, 381; of counseling information, 306; of ethical evaluations, 239; of evaluative committee decisions, 242; of performance reviews, 396–97; students and, 270; violations of, 184, 313. See also Information, sensitive, sharing of
Conflict resolution, 270, 272
Congress, E. P., 31
Conklin, J., 308
Connally v University of Vermont, 180
Conoley, J. C., 302
Consent for psychological testing, 296
Constable, R. T., 62, 115
Constitution, U. S., and private institutions, 181
Constitutional rights: due process, 174–78; education not included in, 224–25
Contagious disease, as handicap, 230–31
Contexts of gatekeeping, 15–16
Continuation criteria, statement of, 213
Contractual relationships, 217; code of conduct as, 388–89; court cases, 215–16, 218–20; ethical standards as, 276; faculty-student, 173–74, 178–81, 214; for field education, 120
Conversion Hysteria scale, 303
Convicted felons, 40–41, 112, 250
Cook v United States, 229–30
Cooper, C. R., 349
Corso v Creighton University, 219
COS. See Charity Organization Societies
Costs: of disability accommodations, 204; of exit exams, 363
Council on Social Work Education (CSWE), xii; Annual Program Meeting, 53; and assessment of student performance, 118, 119; Commission on Accreditation, 279; Curriculum Policy Statement, 53, 109, 119, 130, 161–63, 286, 370; Evaluative Standard, 347; and field instructors, 117–18; and gatekeeping, 108–9; Guidelines for “Nonacademic” Termination
Policies and Procedures, 55; Handbook of Accreditation Standards and Procedures, 161–63; professional standards, 388; study of social work education, 50–51; and suitability of graduates, 75, 125, 149, 207, 212, 259–60, 268, 285, 337, 361, 370

Counseling: prescription of, barred by courts, 253; psychological assessment and, 299–300; recommendations for, 114

Counseling out, 64, 150, 151–52, 298; by field instructors, 165; postponement of field placement as, 114

Course completions: admission prerequisite, 63; as gatekeeping point, 165

Course outline, for field education, 119

Courtney, M., 197


Courts, and academic matters, 123–24, 131; academic dismissals, 217–23, 237; academic judgments, 115, 124, 172–73, 175, 177–78, 179, 185, 188; academic standards, 177; admissions, 215–17; behavior evaluation, 238, 239; counseling recommendations, 253; decisions on academic contracts, 178–80; disabled persons, 199, 201–2, 204–7, 227–34; discrimination, 224–25; due process, 172, 174, 176–77, 181; misconduct dismissals, 220–23; students’ rights, 172; tort liability, 185

CPI. See California Psychological Inventory

CPS. See Curriculum Policy Statement, Council on Social Work Education

Credentialing of field instructors, 117–18

Credit hours, completion requirement, 268

Crime convictions, sharing of information of, 311, 312

Criminal activities, 207

Criminal record checks, 111–12

Criteria: currently used, 261–76; for admissions, 135–36, 213, 217, 293–95; for dismissal, 54, 393; for field education evaluation, 119; for performance evaluation, 263, 391; predictive validity of, 140–41; statement of, 213; for student behavior evaluation, 237

Critical self-evaluation, as academic standard, 162

Critical thinking skills, 162, 267–68, 334; assessment checklist, 421–22; assignment for development of, 437–38

CSWE. See Council on Social Work Education

Cultural diversity, attitudes to, 96–97

Culture: academic, traditional, 100; dominant, and mystified concepts, 84–85

Cunningham, M., 112–13, 140, 264

Curriculum for social work education: gatekeeping points in, 64–66; standards, 48; undergraduate, development of, 52

Curriculum Policy Statement (CPS), CSWE, 53, 109, 119, 130, 161–63, 286, 370

Custer, G., 56

Dailey, D. M., 113

Davenport, D. S., 128

Davis, M. E., 359

Dawes, R. M., 159

Decision-making: documentation of process, 214; ethical, 31, 33; information-sharing, 320, 322–23;

Decision points in gatekeeping, 149,
164; admissions, 62–64; curriculum, 64–66
Deficit-oriented screening, 138–39
De Fina, A. A., 332, 353, 356
*Defunis v Odegard*, 224
de la Luz Reyes, M., 83, 86
Demographic changes in faculty, 154–55
Denial of admission, 60. See also Admissions policies
Department of Education, Office of Civil Rights (OCR), 183, 198–99
*Depperman v University of Kentucky*, 221–22
Depression, 26, 144, 303; test for, 274
derogatis, L. R., 274
Deutsch, C., 26
Developmental issues, screening-in process and, 144–45
DeWeaver, K. L., 61, 62
*Diagnostic and Statistical Manual*, third ed., rev. (DSM-II-R), 301–2
Difference principle, 142
Dinerman, M., 66, 115, 122, 149
Disabilities, 212: defined, 197–98; self-reporting of, 182–83, 209; sharing of information of, 311, 312, 313
Disability laws, 208–10, 214–15; and clinical competence, 205–7; social work education and, 195–211
Disabled persons: legal protections for, 173–74, 182–84; discrimination against, court decisions, 225–34. See also Handicapped students
Disadvantaged students, 79, 146
Disciplinary actions: contract theory and, 219; court decisions, 225; dismissals, 175, 178, 191, 246, 262–63; due process and, 214, 217
Discrimination, 197, 210; in admissions, 201–2; court decisions and, 224–25; in dismissals, 225; gatekeeping and, 14–15; NASW code and, 162–63; persons with disabilities and, 225–34
Dismissals, 38, 54–55, 60, 64; academic court cases, 217–20; automatic, 392–94; courts and, 212, 262–63; discrimination in, 224; due process, 175–78, 214; evaluation conference and, 35–36, 115; guidelines, 435–36; legal issues, 32, 123, 173–92; for misconduct, 64, 175, 178, 220–24
Distributive justice, 142
Diversity, social/cultural: achievement of, 14–15, 73–80; attitudes to, 96–97; excellence criteria and, 83–84; respect for, 97, 162–63
*Dixon v Alabama State Board of Education*, 172, 220–21, 223
Documentation: of academic decisions, 214; of disability, 197–98, 234
Documentation portfolios, 336–37
*Doe v New York University*, 205–6, 229
*Doe v The Region 13 Mental-Health Retardation Commission*, 229
*Doe v University of Michigan*, 238
Doherty v Southern College of Optometry, 231–32
Dolgoff, R., 33, 41, 143
Dominant culture, and mystified concepts, 84–85
Drug addiction, 24, 227; as disability, 198
DSM-III-R (Diagnostic and Statistical Manual, third ed., rev.), 301–2
DSM-IV, 302
Due process, 123, 125–27, 173–78, 188–90, 214; and academic dismissals, 175, 176–77, 217; court cases, 216–17, 225; development of standards, 213; and ethical violations, 237, 239; for evaluative screening, 115, 249–50; in field education evaluation, 120; for misconduct dismissals, 220–24; personal misconduct and, 124;
and potential loss, 241, 246; and students’ rights, 181–82
Dunlap, W. R., 261
Dutille, F. N., 177
Duty, legal, of faculty, 184
Dysfunctional students, 145–46, 161

E. E. Black v Marshall, 228
Economic factors in social work enrollments, 61
Economic justice, attitude assessment, 96
Eden v Board of Trustees of State University, 215
Education, learner-centered, 339–40
Educational contracts, 178–79
Educational environment for diversity, 98–99
Educationally disadvantaged students, 79
Educational outcomes, assessment of, 21, 346–47
Educational reform movement, 74
Educational Testing Service (ETS), 265–68
Educators, and gatekeeping, 27, 28
Edwards, S. R., 154, 155
Electronic portfolios, 347–48
Eleventh Mental Measurements Yearbook, 302
Eligibility tests, ADA and, 183
Emotional instability, 141
Emotional intelligence, 92, 93
Emotional problems, 207; students with, 145
Emotional stability, as academic criteria, 89, 273–75, 294–95
Emotional stress of social workers, 26
Empathy, 94, 95–96
Empowerment of students, 138; information sharing and, 318–19, 323, 325; portfolios and, 341–42
Enforcement: of disabilities legislation, 198–99; of ethical code, 31–32
Engle, P. R., 61, 66, 67
Englehard, G., 301

English proficiency examination, 297
Enoch, Y., 53
Enrollment, changes in, 153–54; and gatekeeping, 52–53, 61, 70
Enrollment caps, 17–18, 153, 156–58, 160–61, 165–66
Entitlement, issues of, 14
Entry-level social work practice, 9, 364
Environment: culturally sensitive, 102; for diversity, 98–99
Environmental safety, tort law and, 185
Equal access, 198, 213
Equal opportunity, 142, 215, 224, 225
Equity: in admissions, views of, 74–75; excellence and, 80–84; racial preferences and, 75; talent development and, 86–87
Essay questions on exit exams, 267
Essays, as screening tools, 265
“Essential functions” concept, 127; disability law and, 206
Esteban v Central Missouri State College, 239
Ethical behavior, 113, 125–26, 212, 213; as academic standard, 54, 89, 262
Ethical decision reasoning, measure of, 97
Ethical dilemmas, 33, 40–41; attorneys and, 191; confidentiality issues, 309; of information sharing, 313–14
Ethical principles, 122, 275; adherence to, 270; comparison of codes, grading checklist, 419–20; of gatekeeping, 22–42; of screening-in process, 143–44
Ethical standards: professional, 131; promotion of, 30–33; requirement for, 188; teaching of, 125–26; violations of, 64, 177, 237
Ethics, professional, socialization of students to, 97
Ethics charges against BSW students, 236–54
Ethnic diversity, recruitment for, 76–79
ETS. See Educational Testing Service
Evaluation conference, for field placement, 113–15
Evaluation instruments for field education, 119–20
Evaluative research, inadequacy of, x
Evidence to support student evaluation, 121–22, 240
Examination formats, modifications for disabled students, 204–5
Excellence: admission policies and, 80–81; diversity and, 74; equity and, 83–84, 88–92; in teaching, 99, 101; views of, 15, 75–76, 81–88, 101
Exclusionary practices, 84; basis for, 24; defense of, 85
Faculty ethics committee, UTA, 238–42
Faculty liaisons, 33, 308–9; evaluation of field education, 120–21; and field instructors, 68, 118; and information-sharing, 310–19, 321–25; as mentors, 122
Faculty members, 171; and academic standards, 15–16, 259–64; and academic administrators, 12–13; and admissions criteria, 294–95; and affirmative action, 15; and assessment of students, 35, 113, 145–46, 151, 188, 254, 269, 299, 306–307, 359; changes in, 154–55; decisions of, standards of review, 181–82; and diversity, 100; and enrollment caps, 157–58; and ethics, 28, 31, 39–40; and exit exams, 363–67; and field instructors, 12, 16; and field placements, 67–68; and gatekeeping, 7–11, 13–14, 27, 51, 152–53, 166; and information-sharing policy, 317; and legal issues, 18, 172, 173–74, 217; and liability of supervisors, 187; and practitioners, 287; and problem behavior of students, 122–23; and reputation of institution, 82; and retention of students, 98; and student portfolios, 343–46, 352, 355–56; and self-selection by students, 66; and volunteer experiences of students, 67
Failure rates, 146
Family background, psychological testing and, 304–5
Family Educational Right to Privacy Act (FERPA), 306
Faria, G., 68
Federal Privacy Act, 320
Feedback: ability to handle, evaluation of, 35; emotional stability shown by, 274; ethical behavior shown by, 276; on information-sharing policy, 325; professional readiness indicated by, 271; receptivity to, as academic standard, 162; on review panels, 285–85; self-awareness shown by, 272;
from students, faculty and, 98; to students, on portfolios, 353
Fees for psychological testing, 300
Feldman-Summers, S., 27
Feldstein, D., 52, 56, 135
Felony convictions, 24, 112
FERPA. See Family Educational Right to Privacy Act
Field directors, and information sharing, 308–9, 321–25
Field education, 360; evaluation of, 214, 413–14; gatekeeping in, 107–34
Field instructors, 107–8, 308; and ethics, 31; and evaluation criteria, 119; and gatekeeping, 11–12, 33, 16–17, 65, 68, 112, 117–18, 152, 163, 308, 323; and information sharing, 310–19, 321–25; liability of, 128–31, 186; and oral exit exams, 366; and problem behavior of students, 122–23; screening by, 111–12; student interviews, 114
Field liaisons, faculty as, 68. See also Faculty liaisons
Field performance, sharing of information of, 311, 312
Field placements, 16–17, 107–8, 327; disabled students and, 184, 209; gatekeeping in, 65–68, 108–9, 163; inappropriate behavior in, 251–54; information sharing study, 310–17; poor performance in, 308; relationships in, 269; responsibilities in, 186; screening for, 110–17, 266–67; timing of, 109–10; unsuitable students and, 32–33; and values, 37–38
Fields v Lying, 232
Fisk University, social work program, 49
Flaitz, J., 53, 96, 97
Flynn, J., 320
Formal evaluative meetings with students, 240–41
Format of exit exams, 365
Foundations, and social work education, 50
Fox, K. H., 181
Franklin v U.S. Postal Service, 232
Frans, D. J., 89, 96
Freedom of speech, 238, 252–53
Freire, P., 333
Friedlander, S., 351
Friendly visitors, training of, 46
Frost, C. H., 153
Full-time equivalents (FTEs), 61
Future success of students, prediction of, 74, 140–41
Gambrill, E., 267, 334
Gardner, Howard, 74, 82; Multiple Intelligences: The Theory in Practice, 92–93
Gardner, J. W., 51
Garza, H., 82
“Gas-N-Go” model of education, 333
Gatekeepers: field instructors as, 33, 65, 112, 117–18, 165, 308, 323; professional organizations as, 49–50; professional schools as, 51
Gatekeeping, ix–x, 3–5, 15–16, 20–21, 39, 108, 135–36, 147, 149; and academic standards development, 260–64; admissions screening and, 64, 279; assessment of students, 359; avoidance of responsibilities, 6–7; comprehensive model, 35–36; court decisions, 212–35; and disabled students, 183, 196; due process in, 173, 178; ethics of, 22–42; exit exams and, 360–62; field education and, 16–17, 108–9, 117–18, 130; history of, 45–59, 151–55; issues of, 159–60; mechanisms for, 164–66; as mission of social work education, 47–49; objectives of, 80; policy development, 261–64; portfolio assessment and, 334–35, 343, 344; practitioners and, 285–87; psychological testing and, 306; research in, 60–72; responsibilities
of, 7–8, 67–68, 188; screening, 17–18, 293; strategies for, 66–67, 160–66; students and, 297–98; study of, xi–xiii; undergraduate education and, 52–56
Gaughen, S., 114
Gelman, S. R., 64, 191
Gender role attitudes, assessment of, 97
Genuine learning, 334
Germain, C. B., 337
Gibbs, L., 267, 334
Gibson, P. A., 96
Gilbert, N., 50
Ginsberg, M. I., 39, 88, 153
Golden, E. J., 175
Goldstein, B. A., 204, 206
Goleman, D., 93
“Good fit,” professional, 158
Gorman v University of Rhode Island, 253
Goss v Lopez, 222
Grade point averages (GPAs), 8, 16; as academic criteria, 89; as basis for admission, 24, 63, 73, 74–75, 80, 81–84, 91–91, 137–38, 293–94; critical thinking skills and, 267; screening by, 111, 112–13, 117, 122, 150, 264–65
Grades, as screening criteria, 36–37, 82–83, 265
Grading: checklist for, 419–20; of portfolios, 349–54; professional judgment in, 222, 223; subjective, 263
Graduate programs, acceptance rates, 39
Graduates, liability for performance of, 56
Graduation requirements, change in, court case, 219–20
Grant, A. B., 125
Green, M. F., 99–100
Greenberg, H. L., 76, 77
Greenhill v Bailey, 217
Griffin, S. M., 142
Grove v The Ohio State University College of Veterinary Medicine, 115, 216
Guidelines: for dismissals, 55, 260; for ethics evaluation, 237–42; for standards development, 263–64; for student conduct, 69
Guidelines for “Nonacademic” Termination Policies and Procedures, CSWE, 55
Guidelines for Termination for Academic and Professional Reasons, CSWE, 55, 260
Hagar, Hope, xx–xxi
Haladyna, T. M., 301
Halasz v University of New England, 202
Halcon, J., 83, 86
Hale, W. D., 274
Hall, E. H., 76, 80–81
Hammond v Auburn University, 219–20
Handicapped person, defined, 225–26. See also Disabilities; Disability Laws; Disabled persons
Handicapped students, 131; and field education, 127–28
Harrington, I., 112, 122
Harrington, P., 96
Harris v Blake, 177
Hartley, E. K., 27, 67
Hathaway, S. R., 303
Haynes, George, 49
Healy v Larsson, 219
Hearing committees, 190; for ethical violations, 32
Hearing impairments, 227
Hearings, 219, 220–24; to contest dismissal, 217–18, 395–96; due process requirements, 175, 188, 189–90
Helping activities, professional, readiness for, 270
Helping professionals, critical thinking by, 334–35
Helping relationships, 338; in field education, 11–12
Hepler, J. B., 25, 38, 80, 122, 135, 146, 279
Hess, D., 97
Higher education: disability laws and, 199–200; excellence in, 81–83; mission discussions, 85
High schools, recruitment from, 78
Hipple, L., 112, 122
History of gatekeeping, 45–59, 151–55
Hoffman, K. S., 337
Hogan Empathy Scale, 96
Holland, T. P., 31, 33
Hollins, E., 82, 87, 98, 99
Hollis, E. V., 50–51, 56
Hollis-Taylor Report, 50–51
Holzhalb, C. M., 96, 97
Horejsi, C. R., 337, 338
Horejsi, G. A., 337, 338
Horowitz. See Board of Curators, University of Missouri v Horowitz
“Hot Tracks in 20 Professions,”154
Howard, T. U., 53, 96, 97
Hudson, W., 272
Human service activities, 405–8; and gatekeeping, 66–67, 164
Humphreys, L. G., 159
Hunter, Ski, xxi
Hypochondriasis scale, 303
Hypomania scale, 303, 304

Idealedge, social work faculty and, 116
Ikpeazu v University of Nebraska, 178
Illegal drugs, current use, 227
Immigrants, social work with, 46
Impaired social workers, 26–27
Impairments, 197–98; of handicapped persons, 225–26; personal, NASW and, 161
Imputed negligence, 128; and information-sharing policy, 321
Inappropriate behavior, 207, 242–46, 250–54; dismissal for, 64
“Inappropriate” students, 62, 141, 143–44; admission criteria and, 64–65; field instructors and, 65; identification of, 138; legal procedures, 187–88; screening out, 156–57
Inclusionary strategies, 15
Inclusive admissions criteria, 75
Incompetence, decisions of, 263
Indeterminate nature of information-sharing policy, 320
Indicators for admissions, 63
Indirect liability, 128
Individual freedom, attitude measure, 97
Individual rights, screening-in strategies and, 142
Informed Consent Form, for psychological testing, 398–99
Inquiry skills, 267
Institutional challenges to gatekeeping, 150–51
Institutional contexts of gatekeeping, 15–16
Institutional policies, 18
Institutional resources: changes in, 153–54; limited, 156

Downloaded from cupola.columbia.edu
Index

Institutions: accommodations for disabilities, 227–28; criteria for excellence, 81–83; distributive justice in, 142
Intelligences, multiple, 92–97
Interdependence, and information sharing, 309
Internet social work discussion (SOCWORK), 116–17
Internships, in preprofessional curriculum, 67
Interpersonal intelligence, 94–96
Interpersonal relations, 102
Interpersonal skills, 188, 268–69; as academic standards, 162, 262
Interpretation of MMPI–2, 302–4
Interview panels, for admission reviews, 280–84
Interview Rating Form, 289
Interviews: for admission, 216, 217, 281–84; emotional stability shown by, 274; after psychological tests, 296, 305, 306; screening by, 213
Interview Statements, written, by students, 282–83, 291
Interview teams, admission reviews, 281–84
Intrapersonal intelligence, 93–94
Introductory courses in social work, as gatekeeping points, 137, 164
Invalid psychological profiles, 296, 298–99, 300, 305
Invasion of privacy, 184
Isaac, A., 63–64, 68, 145, 149, 152, 157
Jackson Personality Inventory-Revised (JPI-R), 276
Jacobs, F., 154, 155
Jansson, B. S., 48
Jasmine, J., 351
Jasony v United States Postal Service, 230
Jeffreys, D., 27, 67
Jenkins, David, xxi
Jennings, L., 178
Job interviews, portfolios and, 342–43
Johnson, A. M., 337
Johnson, R. N., 64, 145
Jones, J. M., 76
Jongsma, K., 342
Jordan, A. R., 36, 53, 76, 97, 113, 152, 156, 158, 160, 175, 188, 236, 259, 261, 279
Joseph E. Hill v Trustees of Indiana University, 222
JPI-R. See Jackson Personality Inventory-Revised
Judah, E. H., 89, 97
Judgment, sound, art of social work and, 338
Judicial decisions: on dismissal of students, 54–56; gatekeeping-related, 212–35. See also Courts, decisions
Justiz, M., 74, 75, 92
Kadushin, A., 129
Kalinsky v State University of New York at Binghamton, 223
Kameen, M., 74, 92
Kaplin, W. A., 171, 177–78, 181, 238
Kegan, R., 144
Keith-Spiegel, P., 27
Kennedy, A. J., 46
Kermani, E. J., 309
Kerr, C., 153
Keys v Sawyer, 224
Kilpatrick, A. C., 31, 33
Knoff, H., 262
Knowledge, demonstrated, as academic standard, 262
Koerin, B., 65, 87, 89, 207
Koocher, G. P., 27
Kramer, P. H., 76
Kramer, J. J., 302
Kropf, Nancy P., xxi, 61, 62
Kuh, G. D., 83
Lackie, B., 27
Laird, J., 337
Language skills, 267
Laura Spellman Rockefeller Foundation, 50
Lawsuits: costs of, 174; fear of, 14, 112, 123, 128, 152; information sharing and, 309, 313
Lazear, D., 94
Learner-centered education, 339–40
Learning: assessment of, 333–34, 360; by doing, 107; in field placements, 37; increased, exit exams and, 362; integration of, 367
Learning and Teaching in the Practice of Social Work, Reynolds, 138
Learning disabilities, 226; admissions policies and, 143; disability laws and, 202
Learning environment for diversity, 98–100
LearningPlus, 266
Learning process, documentation of, 339–43
Learning styles, differences in, 99–100, 102
Lee, Porter, 49
Legal counsel: and decisions affecting students, 215; information-sharing policy development, 320–21; rights of students to, 240; and social work faculty, 18, 190
Legal issues: of gatekeeping, 14, 32, 69–70, 262; psychological assessment and 299; student-faculty relations, 171–92
Legal problems, as impairment, 161
Legal requirements for academic standards, 259–60
Leighninger, L. H., 46, 47, 49
Levin, H., 46
Levitt, L., 76, 81
Levy, C. S., 30
Lewin, K., 108
Liability issues: in dismissal of students, 64; sharing of information and, 309, 313–14. See also Litigation, fear of
Liaisons. See Faculty liaisons
Libassi, F., 137
Libel, 184–85
Liberal admissions policies, 142–43
Liberal arts: exit exams, 367; required courses, 268, 267, 361
Licensing boards, 13; as gatekeepers, 27
Licensing exams, felony convictions and, 112
Light, T. R., 208, 234
Lindenthal, J. J., 309
Lindsay, R. T., 31
Linguistic intelligence, 92–93
Lipsett v University of Puerto Rico, 177
Litigation: fear of, 112, 123, 128, 152; protection from, 142;
Locke, B. L., 154, 155, 364
Lockhart, L. L., 64, 145
Locus parentis, 171–72
Lodge, R., 107, 131
Loewenberg, F. M., 41, 143
Logical-mathematical intelligence, 92–93
Lommen, C., 63, 65, 122, 149, 158, 164, 264, 333
Low-level workers, recruitment of students from, 78
Lubove, R., 48, 49, 50
Lynch, R. S., 196
McClelland, R. W., 63, 69, 140, 279
McInerney, K. H., 333, 334, 335–36, 339–41, 342, 344, 349, 352
MacKay, E., 33
McKinley, J. C., 303
Macro practice, human service, 406
Macy, Harry J., xxii
Madden, R. G., xxii, 32, 33, 62, 142, 160, 197, 208
Mahavongsanan v Hall, 178–79, 215, 217
Malpractice claims against social workers, 187
Maluccio, A. N., 137
Management issues, portfolio assessment, 354–56
Marginal students, 62, 79; environment for, 98
Marsh, S. R., 27
Marshall, R. D., 176
Marx, C. A., 175, 180
Masch, M. K., 143
Masculinity-Femininity scale, 303
Maturity, for professional practice, 271–73
MCMI-II. See Millon Clinical Multiaxial Inventory-II
Measures, academic, 261–64
Medical social work, 47, 48
Meetings, formal, for behavior evaluation, 240–41
Melisaratos, N., 274
Mental disorders, psychological assessment and, 299
Mental health, as academic criterion, 89
Mental health assessment, screening by, 299
Mental health problems, 161, 207; and professional performance, 205–6, 273
Mental illness, 26–27, 226, 227, 229–30, 306
Mental impairments, ADA and, 227
Mental retardation, 226, 227
Mental stability, 141, 273–75; as admission criterion, 294–95
Mentors, 67; field instructors as, 130
Merdinger, J., 89
Metoyer-Duran, C., 108
Mezzo practice, human service, 406
Milam, S. J., 176
Milford Conference, 50
Miller, J., 65, 87, 89, 207
Miller, S. O., 76
Millon Clinical Multiaxial Inventory II (MCMI-II), 301–2
Minimum overall GPA, 264–65
Minnesota Multiphasic Personality Inventory (MMPI), 302
Minnesota Multiphasic Personality Inventory-2 (MMPI-2), 271, 274–75, 300–304; Informed Consent Form, 398–99
Minnich, E. K., 74, 75, 83, 84–85
Minority groups, students from: enrollment of, 80; gatekeeping issues, 14–15; MCMI-2 and, 301; psychological tests and, 305; recruitment of, 76–79; retention of, 102; standards and, 159
Misconduct: statement of consequences, 213, 263; court decisions, 123, 124, 220–24; dismissal for, 64, 175, 178
Misrepresentation of qualifications, 242–46
Mitchell, J., 196
MMPI. See Minnesota Multiphasic Personality Inventory
MMPI-2. See Minnesota Multiphasic Personality Inventory-2
The Modern Racism Scale, 96
Modifications, academic, disability laws and, 199–200
Modified block field placements, 109–10
Moore, W. E., 51
Moore-Kirkland, J., 309
Moral conduct, demonstration of, 270
Moral obligation to disabled students, 196
Moran, J. R., 53, 89, 96, 97
Morganbesser, M., 53
Mortimer, K. P., 154, 155
Motivation: for social work, 67; of social work students, 61
MSW programs, 7; exit exams, 361–62; gatekeeping practices, 151; information sharing study,
Index 455

310–17; nonacademic issues, 207
Multiculturalism, and talent development, 87
Multiculturally responsive teaching, 100–101
Multiple intelligences, 92–97
Multiple Intelligences: The Theory in Practice, Gardner, 92–93
Multiple sclerosis, 228–29
Munson, C. E., 88, 154
Murray State University, psychological testing at, 295–307
Musculoskeletal losses, 227
Mystified concepts, dominant culture and, 84–85

Nash v Auburn University, 221
NASW Code of Ethics, 24, 30–32, 125–26, 131, 161–63, 189, 213, 237–38, 241–42, 253–54, 337; agreement to abide by, 297, 388–89; comparisons, 437–38; and confidentiality, 308–9, 313; and interpersonal skills, 268; and misrepresentation of qualifications, 245; and personal problems, 273; and relationships with clients, 249; and relationships with colleagues, 253; and responsibility to clients, 128–29; revision of, 69; and sexual misconduct, 29; student groups and, 9; teaching of, 42; violations of, 40
NASW News, 116
National Association of Social Workers (NASW): Commission on the Study of Competence, 51–52; malpractice insurance suits, 128; professional standards, 388. See also NASW Code of Ethics; NASW News
National Task Group on BSW Gatekeeping Standards, xiii
National Teacher Examinations (NTE) Programs, 265
Negligence, vicarious liability, 186–87
Neurological losses, 227
New York School of Philanthropy, 46
Nichols, M., 121
Nineteenth century, social work in, 45–47
Noble, J. H., 25, 38, 80, 122, 135, 146, 279
Nonacademic characteristics, measure of, 102
Nonacademic dismissals, 54–55, 65–66, 123, 432; due process in, 177; standards for, 207
Nonacademic issues, courts and, 173
Nonacademic performance, 435; disabled students and, 207
Nonacademic standards, 259–60; admissions criteria, 205; technical, 228
Nonjudgmental attitudes, 28–29
Nonselective portfolios, 336
Nontraditional students, 159
Normative tests, 305
Notification requirements, 224; of Appeals Committee decision, 396; of automatic dismissal, 393; due process and, 125, 175, 188; of ethical evaluations, 238; of formal evaluative meetings, 240; before misconduct dismissal, 222
Nurius, P., 272
Nurturing process, gatekeeping as, 3–4

Objective admissions policies, 143, 144
Objective elements of duty, 184
Objective scales for assessment, 333
Objectivity, toward clients, 30
OCR. See, Office of Civil Rights
Office of Civil Rights (OCR): Department of Education, 183, 198–99; and disability accommodations, 203–4
Oliver, J., 76, 77
Olkin, R., 114
Ollerich, Thomas D., xxiii
O’Neill, P, 33
Open admissions, 142, 156
Opportunity, fairness of, 142
Oppressed groups: admissions policies and, 142–43; deficit-oriented screening and, 139
Oral exit exams, 269, 366; Bethany College, 367, 369, 371
Organic brain syndrome, 226
“Otherwise qualified” persons, 205, 226, 228–30; and psychiatric problems, 232
Ott, J., 351
Outcomes evaluation, 21, 346–47; in field education, 122; performance criteria, 214; portfolios and, 343–44
Outreach attempts, in recruitment, 77

Paine v Board of Regents of the University of Texas System, 221
Pandazides v Virginia Board of Education, 232–33
Panels, for evaluative interviews, 115
Panic disorder, 233–34
Paranoia scale, 303
Paranoid schizophrenia, 232
Parental authority, 171–72
Paris, S., 342
Parry, J. W., 207
Partial block field placements, 109–10
Paternalism, avoidance of, 47
Paulson, F. L., 332
Paulson, P. R., 332
Peer evaluation of portfolios, 353, 354
Perceived handicaps, 228, 230–31
Perceptions of social work, 78–79
Performance: assessment of, 360; field instruction evaluation, 412–18; prediction of, 140–41; review policy, 390–97
Perlman, H. H., 337–38
Personal characteristics: for BSW programs, 89–91; change of, 91; criteria for, 213; evaluation of, 114; screening by, 63
Personal conduct, 212; standards of, 161
Personal feelings of social workers, 326
Personal information about students, sharing of, 308–31
Personal intelligence, 92–96
Personal issues, students and, 144–45
Personal problems, 27; and professional performance, 273
Personal services, for disabled students, 203
Personal statements, 265, 275
Personal values, art of social work and, 338
Peterman, P. J., 28, 38, 62, 141, 143, 146, 150, 152, 153, 279
Petition for readmission, 394–97
Phelps v Washburn University of Topeka, 224–25
Physical abuse, evaluative committee and, 246
Physical impairments: ADA and, 227; ethical issues, 33–35
Physical qualifications for admissions, 231–32
Plagiarism, 163; court decisions, 222
Points for gatekeeping, 16
Police checks, 18
Policies: of ethics committee, 240–41; for evaluation of students, 119; of gatekeeping, 6, 10–11, 14–16, 18–21, 69; legal issues, 187–90
Policy development, sharing of sensitive information, 317–25
Political bureaucracies, and ethics, 39–40
Pollack, D., 64
Pope, K. S., 26, 27
Popple, P. R., 46, 47, 49
Portfolios of student work, 262, 332–33; and art of social work, 337–39; assessment of, 349–54; electronic, 347–48; input into, 346, 347, 348; management
issues, 354–56; syllabus demonstrating use of, 423–34; types of, 335–37; value of, 339–46
Postponement of field education, 35, 114
Potential for success, 16; assessment of, 359–60
Potential threat to future clients, 245–46; behavior evaluation and, 237–38
Poverty, attitudes toward, 96
PPST (Pre-professional Skills Tests), 265–66
Practice competence, 364
Practice performance, standards for, 161
Practice skills, of students, 115–16
Practicum. See Field placements
Practitioner Fair, 286
Practitioners: and oral exit exams, 366; qualified, training of, 47
Pratt, L. R., 154
Preadmission criteria for social work, 140
Preadmission inquiries, 234; disability laws and, 200–201
Prediction of student performance, x, 74, 140–41; GPAs and, 112, 264
Predictive validity of admission variables, 280
Preprofessional courses, 64
Preprofessional curriculum, internships in, 67
Pre-professional Skills Tests (PPST), 265–66
Prerequisite course completions, 293
Prince v Rutgers, 204
Privacy issues in field placements, 309. See also Confidentiality
Privacy violations, lawsuits, 313
Private institutions: ADA and, 199; church-affiliated, and exit exams, 362; and due process, 214, 223; legal restraints, 181–82
Problem-solving: ethical, 31; skills of, 267
Problems, personal, as impairment, 161
Procedural due process, 174, 175–78, 181
Procedures: for evaluation of students, 119; of gatekeeping, faculty and, 10–11; for legal actions, 187–90
Proch, K., 184
Profession, entrance to, gatekeepers and, 136
Professional accountability, 13
Professional behavior: standards for, 213, 259–60; teaching of, 31
Professional competence criteria, 90–91
Professional development seminars, 31
Professionalism, education and, 47
Professionalization of social work, 49–50
Professional organizations, as gatekeepers, 49–50
Professional practice, self-awareness for, 271–73
Professional qualities, as academic standards, 89, 260–62
Professional self, sense of, 341
Program directors: and exit exams, 365–66; and gatekeeping, 7
Program integrity: admissions policies and, 146; disability laws and, 196–97, 209, 230, 232; gatekeeping and, 135
Program outcomes, assessment of, 343–44, 346–47
Prout, H., 262
Prusack v State, 216
Psychasthenia, 303
Psychiatric information, sharing of, 311, 312
Psychiatric problems, 229–30, 232–34; clinical competence and, 205–6
Psychological equilibrium, 113
Psychological testing: for admissions, 293–307; faculty and, 299; informed consent form, 398–99
Psychologists, licensing boards and, 27
Psychometric tests, 18, 262, 271, 272, 276; Brief Symptom Inventory, 274
Psychopathic Deviate scale, 303, 304
Psychosocial problems, 161; and professional performance, 273
Public, as clients, 30
Public accommodations, 199
Public institutions, legal constraints, 181–82
Publicity, evaluative committee and, 242
Published admissions criteria, as contract, 217
Pumphrey, M. W., 46, 47, 51
Pumphrey, R. E., 46, 47
Pure block field placements, 109–10
Purposes of portfolios, 339, 344–46
Pushkin v The Regents of the University of Colorado, 199, 201–2, 228–29
Qualified practitioners, training of, 47
Qualitative assessment, 333
Quality assurance entities, gatekeeping by, 13
Quality control, gatekeeping and, 135
Quantitative measures of qualification, 73–74
Questionnaire Measure of Emotional Empathy, 96
Quotas, 77
Racial attitudes, measure of, 96
Racial balance: admissions policies and, 225; discrimination to achieve, 224
Racial diversity, 96–97; recruitment for, 76–79
Racial preferences, views of, 73–76
Ramsdell, Penny Smith, xxiii
Raphael, F. B., 68, 309
Raskin, M. S., 359
Rating sheet, for admissions, 165, 384–87
Rawls, J., 142
Raymond, Ginny Terry, xxiii–xxiv
Readiness for social work practice, 270; assessment of, 360
Reamer, F. G., 26, 186, 187, 309, 321
Reasonable expection standard, in academic contract suits, 179–80
Record keeping, field instructors and, 129
Recruitment of students, strategies for diversity, 76–79
Reeser, L. C., xxiv, 184, 196, 197, 308
Reference letters, 63, 269, 271, 272, 274, 276; academic, 267; form for, 409–11; portfolios and, 343
Reflective statements, 347
Regents of the University of Michigan v Ewing, 172, 176, 218
Rehabilitation Act, 196, 197, 199, 200, 214–15, 230–34; Americans with Disabilities Act and, 226; court decisions, 227–34; regulations, 225–26; violations, 203–4
Reinstatement, after automatic dismissal, 393–97
Reisch, M., 49
Rejection of applicants, 213;
Relationships: meaningful, 338; student-faculty, legal issues of, 172–92; with clients, 249, 320–21
Relevance of information, sharing policy and, 320, 321, 322–23
Relevant information, 327, 330
Remarkable psychological profiles, 296–97
Remedial programs, 84, 145
Remedial work, contracts for, 180
Repeat exit exams, 367, 369

Downloaded from cupola.columbia.edu
Reputation and resource idea of excellence, 81–84, 92
Research, emphasis on, and exit exams, 364
Resource allocation for talent development, 89–92
Respondeat superior doctrine, 128, 129, 186; attorneys and, 191; and information-sharing policy, 321
Responsibilities: of gatekeeping, 6–8, 7, 10, 27; sense of, evaluation of, 35; of supervisors, 186–87
Responsible behavior by students, 280
Responsible social work practice, 326
Retention of students, 12, 101; with disabilities, 203; diverse, 97–101.
See also Dismissals
Reverse discrimination, 73
Review: of academic decisions, 263, 181–82; of behavior evaluations, 238–41
Reynolds, B. C., 49, 135; Learning and Teaching in the Practice of Social Work, 138
Richardson, R. C., 82, 83, 84, 86–87
Richmond, Mary, 46, 47
Richmond School for Social Economy, 47
Rights: of others, respect for, 270; of students, 141–44, 146, 151, 166, 174–78
Rindfleisch, N., 63, 69, 140, 279
Robertson, M. E., 76, 78–79
Robke, D. O., 129
Role models: educators as, 42; in field education, 122
Roles in gatekeeping, 68
Rompf, E. L., 27
Rosenblum, A. F., 68, 309
Ross, H., 337
Rothenberg, E., 52
Royse, David, xxiv–xxv, 27
Rubrics, 351; critical thinking checklist, 421–22
Rules dismissals. See Misconduct dismissals
Rules of conduct, statement of, 263
Russel, R., 27
Russell v Salve Regina, 179–80, 185
Saleebey, D., 139
Sallee, A. L., 337
Saltzman, A., 184
SAT. See Scholastic Aptitude Test
Saunders, E. J., 54
Schizophrenia, 303
Schneck, D., 107
Scholastic admissions criteria, 158
Scholastic Aptitude Test (SAT), 266
Scholastic standards, 213; admissions based on, 260–61; screening by, 63, 111
School Board of Nassau County, Florida, v Arline, 230–31, 233
Schriver, J. M., 150
Schware v Board of Bar Examiners of New Mexico, 174
Science, social work as, 337, 338–39
“Scientific casework,” 47
“Scientific charity,” 46; education and, 47
Scott, C. A., 76, 77, 80
Screening, 17–18, 64–65; criteria for: administrators and, 12, 36–37, 264–76; for field placement, 119–17; legitimacy of, 140–41
Screening-in, 17, 136–47, 149–50, 160; mental health assessment and, 299
Screening-out, 17–18, 52, 150–56; difficult issues, 156–60; during field practicum, 65; standards and, 51 strategies of, 160–66
Seely, A. E., 332, 336, 342, 351
Selective admissions, 20, 81–84
Selective portfolios, 336
Selectivity, gatekeeping as, 3–4
Self: professional, sense of, 341; use of, operationalization of, 118
Self-advocacy, 270, 272
Self-assessment by students, 265, 269, 271, 272, 275, 276, 400–403; of field performance, 412–18; portfolios and, 341
Self-awareness, 93, 326; as academic standard, 162; assessment of, 113; level for professional practice, 271–73
Self-determination, 28, 41, 143–44; by clients, 163; in information sharing, 313, 319–20
Self-directed behavior, 270
Self-disclosure: of sensitive information, 322, 326; of handicaps, 234
Self-evaluation, critical, 162
Self-help group information, sharing of, 311, 312
Self-identity, 93, 94
Self-reporting by students, 347; of psychological problems, 295
Self-selection by social work students, 53, 66–67
Self-understanding, social workers and, 326
Sensitive information, sharing of, 308–31
Settlement House movement, 46, 47
Sexual addiction, 246–50
Sexual contact with clients, 26
Sexual harassment of students, 184
Sexual misconduct, issues of, 28–29
Sharing of information about students. See Information, sensitive, sharing of
Sharwell, G. R., 128
Sheafor, B. W., 337, 338
Showcase portfolios, 336
Shulman, L., 146
Simon, B. L., 265
Siporin, M., 337
Skills: acquisition of, portfolios and, 335; essential, evaluation of, 131; writing as criterion, 265–67
Skills labs, 165
Skinner, E. F., 82, 83, 84, 86–87
Skolnik, L., 33, 117
Slaght, E. F., 359
Slander, 185
Slaughter v Brigham Young University, 176, 181, 218–19
Slimp, P. A. O., 31
Smith, A. D., 46
Smith, D. G., 83
Smith, H., 68
Social attitudes, assessment of, 92
Social climate for diversity, 98
Social Diagnosis, Richmond, 47
Social Humanistic Ideology Instrument, 97
Social Humanistic Scale, 96
Social Introversion Scale, 303
Social justice: admission policies and, 142, 159–60; attitude assessment, 96, 97; racial preferences and, 73
Social Justice Advocacy Scale, 96
Social service administrators, 280–84
Social service agencies, liabilities of supervisors, 186–87
Social skills, assessment of, 95
Social welfare organizations, recruitment from, 78
Social Welfare Policy and Services, syllabus, 423–34
Social work: art of, 337–39; as career choice, 27; core concerns, education for, 150; human service activity, 405–8; preadmissions criteria, 140; professional values, 97; standards, 388; strengths perspective, 138–39
Social work education, ix–x, 334–35, 364; art aspects, 338; constituencies, 8–13; CSWE study, 50–51; disability law and, 195–211; diversity in, 101–2; evolution of, 48–49; foundations and, 50; gatekeeping in, 3–4, 23–24, 45–59; and interpersonal intelligence, 95, 94; mission of, 47–48; objectives
of, 50–51; portfolios, 333; practitioners and, 286; problems in, 61–62; purpose of, 159; quality of graduates, 56; and standards of practice, 51; student-faculty relations, 172–92; talent development in, 87–92
Social work educators, as gatekeepers, 135
Social workers: early, training of, 46; as gatekeepers, 4–6; Self-awareness of, 326; unsuitable, 7, 13, 25–26, 28, 30
Social work practice, 47, 48, 51; education for, 107
Social work practitioners: and gatekeeping, 285–87; on admission review panels, 280–85
Social work programs. See Baccalaureate Social Work (BSW) programs
Social Work Questionnaire (SWQ), 97
Social Work with Groups, 33
SOCWORK (Internet social work discussion), 116–17
Sofair v State University of New York, 175, 222
Southeastern Community College v Davis, 205, 227–28, 230
Soven, M., 265
Specht, H., 50, 197
Speech impairments, 227
Standardized assessment, 332
Standards: academic, 20, 188–89, 259–78; accommodation of disabilities and, 234; for accreditation, 52, 54–55, 60; administrators and, 12; for admission, 24, 32, 81–84, 217; committee for, 238–42; development of, 213, 261–64; for due process, 220–21, 224; ethical, 29–33, 125–26; of evidence, in evaluative hearings, 241; for gatekeeping, 159; legal, of student-faculty relations, 172; lowering of, diversity and, 15, 74–75, 79, 90–91, 101; professional organizations and, 49; of review for faculty decisions, 181–82; rigid, 35, 40; setting of, 15–16; of social work education, 48, 52; of social work practice, 51; talent development approach, 86–88
State regulatory boards, 27
Status of students under ethical evaluation, 240
Statute of Limitations, Rehabilitation Act and, 233–34
Steinberg v The Chicago Medical School, 215
Stoller v College of Medicine, 222
Stone By Stone v Cornell University, 223
Strean, H. F., 337
Strengths, focus on, 17, 138–39
Stuart, P. H., 50
Student biographies, 265
Student-centered instruction, 98
Student-client relationships, potential liabilities, 320–21
Student-faculty relations, legal issues, 172–92
Student Form for Sharing Sensitive Information, 329–30
Student handbooks, 213, 238, 263; and contract theory, 219
Student organizations, 110; participation in, 271, 341
Student portfolios, 266–67
Students: acculturation of, 108; behavior problems, 242–54; as clients, 30; contracts with, 215–16, 388–89; developmental issues, 144–45; disadvantaged, 146; dismissal of, 32, 35–36, 38, 54–55, 64, 173–92, 217–24; diverse, retention of, 97–101; dysfunctional, 161; with emotional difficulties, 145; and ethics,

Style, 118; professional, art of social work and, 338

Subculture, professional, 48

Subjective elements of duty, 184–85

Subjective judgments, 115, 128; in admissions interviews, 216, 217; courts and, 123; field instructors and, 130–31

Sublette, S., 153

Substance abuse, 24, 26, 273; information of, 311, 312; as impairment, 161

Substantial accommodations, 232, 233

Substantial performance standard, 179–80

Substantive due process, 174

Suitability for social work, 212–13

Supervision, appropriate, as academic standard, 162

Supervisors, liability of, 128–31, 186–87

Supreme Court, U.S., and academic judgments, 172–73

Susan M. v New York Law School, 223

Swem, L. L., 253

Talent development, 82, 87–92; excellence based on, 75–76, 85–88

Task Force on Quality in Graduate Social Work Education, 25

Task Force on the Future Role and Structure of Graduate Social Work Education, 107

Tasks for Critical Thinking tests, 267–68

Task supervisors, and evaluation of students, 121

Taylor, A. L., 50–51, 56, 279

Teacher education programs, 92

Teachers: field instructors as, 117–18; and unready students, 138. See also Faculty members

Teaching: difficulties of, gatekeeping and, ix–x; excellence in, 99; multiculturally responsive, 100–101; of NASW Code of Ethics, 30–31, 42

Technical standards for admissions, 205, 228

Termination of students. See Dismissals

Testing, 333–34: alternative means, 232–33

Test of Standard Written English (TSWE), 266

Test scores, 36–37; as basis for admission, 63, 73, 74–75, 80, 81–84, 91–92, 137–38; validity of, 140–41

Therapists: educators as, 294–95; problems of, 26

Therapy, as remedial plan, 114

Thompson, B., 83

Thyer, B. A., 96, 97

Time requirements: for exit exams, 363–64; for multiculturally responsive teaching, 100–101
Timing of evaluative meetings, 240
Tort law, and dismissal of students, 184–86
Towle, C., 27, 51
Tradition, defense of, 85
Transfer students, 294; with disabilities, 202; and field placement, 110
Transmission model of education, 33
Transvestitism, 230
Trattner, W., 45, 46, 47, 48, 49
Traumatic events in early life, and social work as career, 27
TSWE (Test of Standard Written English), 266
Tucker, B. P., 204, 206
Tutorial services, 145
Tyagi, S., 83
Tymchuk, A. J., 41

Underprepared students, 146; obligations to, 145
Undue hardship, disability laws and, 207–8
Unethical behavior, 207, 246–50
Universal admissions, 149–50, 156
Universities: criteria for excellence, 81–82; social position, 171
University attorneys, 190–92
University catalogs. See College catalogs
University of California, Berkeley, minority recruitment, 77
University of Texas at Arlington (UTA), ethics evaluations, 236–42
University of Wisconsin-La Crosse (UW-LaCrosse), 280–87
Unprofessional behavior, 28–29; dismissal for, 64, 65; and revision of admissions policies, 297–99
Unqualified students, graduation of, 146
Unready students, 138
Unsuitable social workers, 25–27
Unsuitable students, 6–7, 62, 138, 141, 143; field instructors and, 65; screening out, 51, 150, 151, 152

Urban League, and African-American social workers, 49
Valid and remarkable psychological profiles, 296–97
Values, x, 41, 275; as academic standard, 54, 89; art of social work and, 338; education and, 89, 91; evaluation of, 35, 97, 113, 131; personal, of students, 162; professional, portfolio assessment and, 335; as screening criteria, 37–38; and self-selection, 53; teaching of, 125–26
Van Soest, D., 96
Variables in admission decisions, 63
Varley, B., 89
Vicarious liability, 128, 186–87; and information sharing, 321
Victims of crime, sharing of information, 311, 312
Videotapes: for empathy development, 96; of interview situation, 269
Vinton, L., 96
Violations: of ethical standards, 32, 39–40; of professional standards, 29–30
Volunteer service, 63, 65, 67, 117; materials, 405–8; standards for, 286
Wahlberg, J., 63, 65, 122, 149, 158, 164, 264, 333
Walmr Assessment Scales, 272
Wardell, P. J., 191
Weick, A., 139, 338
Weisman, Dan, xxv
Weiss, B. A., 309
Wellner, A. M., 24
Wells, C. C., 143
Wertkin, Robert A., xxv
Western Michigan University School of Social Work, information-sharing policy, 318–19, 322–23, 324, 326–30
Index

West Virginia University, human service requirement, 405–8
White, B., 145
White, B. W., 64
White, R. W., 137
Whitt, E. J., 83
Wilkenfield v Powell, 176
Wilkinson, I., 53, 61, 154
Williams, A., 349
Williams, M., 97
Wilson, J., 154, 155
Winograd, P., 342
Witte, E. F., 52, 279
Wolsky v Medical College of Hampton Roads, 233–34
Wood, B. J., 40
Woodruff v Georgia State University, 223
Woods, R. A., 46

Workload expectations, of faculty, 154–55
Work management skills, 270
Work products of students, 347
Wortman, J. E., 96
Writing samples, as basis for admission, 137–38, 140–41
Writing skills, 89, 265–67
Written essays: at admissions, 164, 381–83; exams, 365, 371
Written exit exams, Bethany College, 368–76, 371
Wynne v Tufts University School of Medicine, 204–5, 207, 233

Zakutansky, T. J., 187, 309, 321, 128, 129
Zimmerman, A., 53, 61