

Shepherd University
Shepherdstown, West Virginia

Social Work Program
School of Business and Social Sciences

Social Work Student Handbook

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Welcome to the Program

Welcome to the Shepherd University Social Work Program. Shepherd has one of the oldest accredited undergraduate social work programs in the State of West Virginia. It has been in existence for nearly 4 decades. It has been designated as a “Program of Distinction” by the West Virginia Higher Education Policy Board. You have chosen a major that will offer you a lifetime of career opportunities. It is also demanding in its rigorous academic standards. You have made a decision to enter a profession that will offer you many rich and rewarding experiences including jobs that are never boring.

Shepherd Social Work graduates staff many agencies in the Mid-Atlantic Region and continue to be recruited for employment following graduation. Places of employment include hospital settings, women's shelters, school systems, nursing homes, departments of human services, group homes for the mentally ill and developmentally disabled, to mention only a few. A number of graduates have also earned MSW's with many admitted for advanced standing.

There are numerous challenges for social workers to meet as we continue the journey into the 21st century. In many ways this is similar to the situation that faced social workers in the earliest decades of the last century. We have serious social issues such as poverty, discrimination, AIDS, child abuse, homelessness, domestic violence, substance abuse and crime to address. In a time of enormous change, we need to find a way for all members of society to live in a way that enhances their well-being, insures economic and ecological justice, supports healthy families, and protects the civil freedom and privacy of diverse groups.

We hope you enjoy your academic and professional adventure with us in the Social Work Program. It is a demanding yet rewarding undertaking. We invite questions, comments, and suggestions about the program from you at regular intervals. In addition, if you have creative ideas, problems, or concerns related to the program, please talk with a faculty member. The Social Work Student Handbook is provided to give you the information you need as a social work major. It is also a statement of policies that are to be followed.

Mission Statement

The mission of the Shepherd University Social Work Program, in concert with the University mission and the Council on Social Work Education Educational Policy and Accreditation Standards (2008), is to prepare competent beginning level professional

practitioners who possess the knowledge, skills, values, and ethics necessary to intervene effectively on behalf of diverse clients on all practice levels. Through practitioner preparation, the Program enhances the practice community's ability to both facilitate the social functioning of clients and advance social change. The Social Work Program envisions graduates as regional leaders whose efforts improve the social service delivery system and work toward social and economic justice.

Program Purposes and Goals

All program goals have, as a base, these social work values -- people should have equal access to resources, services, and opportunities for the accomplishment of life tasks, the alleviation of distress, and the realization of aspirations and values in relationship to self, the rights of others, the general welfare, and social justice. A major expectation of the program is that students will acquire an understanding and acceptance of social work values as expressed specifically in the professional Code of Ethics. All courses emphasize that the professional relationships of social workers are built on their regard for individual worth and human dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and handling conflict responsibly. This is in keeping with the 2008 Educational Policy and Accreditation Standards (EPAS). The primary purpose and goals of the Shepherd University Social Work Program clearly reflect content from the 2008 EPAS. The primary purpose of the Social Work Program is to prepare generalist beginning-level social work professionals to perform two basic tasks:

1. To help clients deal effectively with existing or potential problems, tasks, or needs that they identify in their interaction with the world around them and,
2. To contribute to the development of the knowledge base, and policies and practices in the agency, local community, and community-at-large which influence the quality of life and service to clients.

In keeping with the mission of the University and the primary purpose of the social work program, the four major goals of the Program are to prepare students to:

1. Practice beginning-level evidence-based generalist social work with individuals, families, other groups, organizations, and communities through the use of professional knowledge, skills, principles, values, and ethics (EP* 2.1.2, 2.1.6, 2.1.10).

2. Practice utilizing policy to inform and transform interventions targeting human rights and social and economic justice, particularly with oppressed and vulnerable populations (EP* 2.1.5, 2.1.8).
3. Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the changing context of practice settings (EP* 2.1.4, 2.1.7, 2.1.9).
4. Identify as a social worker whose professional judgment is based on critical thinking and communicated through professional use of self (EP* 2.1.1; 2.1.3).

*EP (Educational Policy) are the standards of the Council on Social Work Education)

Core Competencies and Practice Behaviors

Core Competencies and Expected Learning Outcomes

Graduates of the Social Work Program are expected to demonstrate the integration and application of the ten core competencies listed below (left column) as evidenced by their associated practice behaviors (right column) which are the expected learning outcomes.

Course content and assignments are designed to introduce, reinforce and/or emphasize those practice behaviors associated with this course, and to assist students in developing the social work core competencies. These student-oriented outcomes represent the focus of learning throughout the curriculum. Differential emphasis is placed on these depending on the particular course. Appropriate objectives for each course are found in bold print on every course syllabus. Throughout your studies you will be exposed to material in each class designed to help you achieve these 41 learning outcomes.

| <u>Competencies</u> | <u>Expected Learning Outcomes (aka: Practice Behaviors)</u> |
|---|--|
| 1. Identify as a professional social worker and conduct | 1. Advocate for client access to the services of social work. 2. Practice personal reflection and self-correction to assure continual professional development. |

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| oneself accordingly | <p>3. Attend to professional roles and boundaries.</p> <p>4. Demonstrate professional demeanor in behavior, appearance, and communication.</p> <p>5. Engage in career-long learning.</p> <p>6. Use supervision and consultation.</p> |
| 2 Apply social work ethical principles to guide professional practice | <p>7. Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.</p> <p>9. Tolerate ambiguity in resolving ethical conflicts.</p> <p>10. Apply strategies of ethical reasoning to arrive at principled decisions.</p> |
| 3 Apply critical thinking to inform and communicate professional judgments | <p>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>12. Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p> |
| 4 Engage diversity and difference in practice <i>INCLUDES: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation</i> | <p>14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</p> <p>17. View themselves as learners and engage those with whom they work as informants.</p> |
| 5 Advance human rights and social and economic justice | <p>18. Understand the forms and mechanisms of oppression and discrimination.</p> <p>19. Advocate for human rights and social and economic justice.</p> <p>20. Engage in practices that advance social and economic justice.</p> |
| 6 Engage in research-informed practice and practice-informed research | <p>21. Use practice experiences to inform scientific inquiry.</p> <p>22. Use research evidence to inform practice.</p> |
| 7 Apply knowledge of human behavior and the social environment | <p>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</p> <p>24. Critique and apply knowledge to understand person and environment.</p> |
| 8 Engage in policy practice to advance social and economic well-being and to deliver effective social work | <p>25. Analyze, formulate, and advocate for policies that advance social well-being.</p> <p>26. Collaborate with colleagues and clients for effective policy action.</p> |

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| services | |
| 9 Respond to contexts that shape practice | 27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. |
| | 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
| 10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities | 29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. |
| | 30. Use empathy and other interpersonal skills. |
| | 31. Develop a mutually agreed-on focus of work and desired outcomes . |
| | 32. Collect, organize and interpret client data. |
| | 33. Assess client strengths and limitations. |
| | 34. Develop mutually agreed-on intervention goals and objectives. |
| | 35. Select appropriate intervention strategies. |
| | 36. Initiate actions to achieve organizational goals. |
| | 37. Implement prevention interventions that enhance client capacities. |
| | 38. Help clients resolve problems. |
| | 39. Negotiate, mediate, and advocate for clients. |
| 40. Facilitate transitions and endings. | |
| 41. Critically analyze, monitor, and evaluate interventions. | |

Accreditation Status

The Shepherd University Social Work Program is fully accredited by the Council on Social Work Education and has been since 1976.

Administration of Degree Program

The Social Work Program is an autonomous part of the School of Business and Social Sciences.

Transfer Credit and No Credit for Previous Work

Transfer Credit

The university does grant transfer credit from accredited two and four-year institutions. The Program Director works closely with the Registrar to ensure that credit is given appropriately. In regard to social work classes and core courses, it is the exclusive purview of

the program director to sign off on these credits. In evaluating transferability of all other credits, it is the policy of the program to give transfer credit only in those cases where it can be demonstrated by review of course syllabi that the course's objectives, content and learning experiences are substantially equivalent to those at Shepherd. In considering academic credit for students transferring from other CSWE accredited social work programs, the program recognizes prior educational achievement. Course work from an accredited program in which the student received a grade of "C" or better is accepted as equivalent to similar course work at Shepherd University. In the case of transfers from unaccredited programs, credit is not awarded for either core social work courses or field instruction; proficiency exams have never been utilized. Field education credits can only be earned through the Shepherd Social Work Program. The Program Director works closely with the Admissions Officer in advising regional two-year institutions of our curriculum requirements so that transfer of credit for nonsocial work courses can be expeditiously achieved. These policies and procedures, as included here in the *Social Work Student Handbook*, are also provided to the Admissions Office and Office of the Registrar.

No Academic Credit for Previous Experience

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or the courses in the professional foundation areas. In addition, only those students who are candidates for the baccalaureate degree in social work are admitted to the field practicum and methods courses. The curriculum and methods of instruction are consistent with the EPAS for baccalaureate social work education.

Admission Policy

ADMISSION: Students may declare a major in Social Work as early as the freshman year. In order to become formally accepted into the program, however, students must complete Introduction to Social Work (SOWK 201) with a grade of C or above and at least 24 hours of general academic requirements with an overall grade point average of 2.0 or above. At that time, a student may complete an application for acceptance into the program. The faculty reviews applications and conducts interviews. The social work faculty then meets as a committee and may recommend accepting students into the program, conditional acceptance, or non-acceptance based on the following criteria:

A. Acceptance

1. Academic achievement: GPA of 2.0 or above (based on completion of 24

hours of general academic requirements) and completion of Introduction to Social Work (SOWK 201) with a grade of C or above.

2. Ability to maintain positive and constructive interpersonal relationships as evidenced in volunteer work during *Introduction to Social Work* course.
 3. Evidence of written and oral communication skills.
 4. Demonstration of self-awareness, ethical behavior and willingness to learn through completion of written assignments and volunteer work in the introductory course.
- B. Conditional Acceptance: based on taking remedial action regarding one or more of the above.
- C. Non-Acceptance – with referral – based on:
1. The student’s application and academic requirements.
 2. Information from collateral sources regarding any evidence of active substance abuse or emotional instability that may result in impaired abilities to deliver services to clients.

Students who are not satisfied with a decision may appeal in writing, within 10 days of notification, to the program director who will reconvene the committee to re-evaluate the recommendation. Further appeal may be made in accordance with university procedure as designated in the Student Handbook.

Program Continuation and Termination

Social Work education requires continuous evaluation of the student. This evaluation includes not only periodic objective evaluation, such as grades and performance in junior and senior fieldwork, but also faculty appraisal of the student’s progress and potential as a professional in the field.

Consequently, continuation in the social work major is based upon positive ongoing faculty evaluation of the student’s grades, professional attributes, and performance in real or simulated professional situations. A student may be suspended or terminated from the social work major for deficiencies in the above mentioned areas or failure to maintain a 2.0 grade point average in the major.

In addition, continuation is contingent upon a student being accepted by a field agency through an application and interview process. If, after two rounds of interviews, students are not

accepted by an agency, they may be terminated from the major.

Social work students are, of course, subject to all academic regulations of Shepherd University, which are discussed in detail in the University catalog and the Student Handbook.

Social work majors, as citizens, are subject to all federal, state and local laws in addition to all university regulations governing student conduct and responsibility. A student may be suspended or terminated from the social work major for violating such laws, rules or regulations. Consideration of due process will be adhered to in all cases.

In addition, social work majors are bound by the Social Work Code of Ethics. Students may be suspended or dismissed from the social work major for violation of the professional Code of Ethics, as this is central to social work practice.

Other reasons for termination as they interfere with the ability to successfully complete requirements for practice include: emotional instability and/or active substance abuse resulting in impaired abilities; sexual misconduct with a client, falsifying university or agency documents, failure to comply with remediation plans, active substance abuse in practicum, conviction of felony during degree program or physical or emotional threats directed toward anyone due to race, ethnic background, socioeconomic status, religion, gender, sexual orientation, age or disability.

Each pending termination will be reviewed on a case-by-case basis with the social work faculty. Students have the right to appeal any decisions through the grievance process of the university as described in the Student Handbook.

Academic Performance Standards

(The form and majority of the content are credited to Patty Gibbs-Wahlberg, East Tennessee State University)

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| <p>Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.</p> |
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Essential Student Behavior:

- Achieve/ maintain an overall GPA of 2.00 as per University policy.
- Earn a C or better in all Methods and field experience courses including seminars as well as the Social Work Capstone course. These courses may not be repeated more than once.

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| <p>Professional Values and Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations.</p> |
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Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the *NASW Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the competencies of the social work program and in fulfilling all program requirements. Students are expected to remain aware of and abide by Social Work Program and Shepherd University
 - Academic and Student Conduct Policies detailed in the University catalog, University Student and the Social Work Student Handbook.
 - Respects the rights of others and upholds the ethical standards of privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.

Essential Student Behavior:

- Engages in self-reflection and awareness of self and her or his impact on interpersonal and professional relationships.
- Examines and assesses the relationship between his or her personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the *NASW Code of Ethics*.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.
 - Advocates for himself/herself in a responsible manner.
 - Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance his/her professional development.
 - Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance and takes an active role in the learning process.

Interpersonal Relationship Skills Standard: Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

Essential Student Behavior:

- Relates interpersonally in a manner that is respectful, affirming of human rights, collaborative, valuing of diversity, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Maintains appropriate boundaries in all relevant relationships and arenas.

- Demonstrates appropriate use of self in professional roles and responsibilities and uses proper channels for conflict resolution.

Responsibility and Professional Readiness Standard: Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

Essential Student Behavior:

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with the Shepherd University Alcohol and Drug policies as outlined in the Student Handbook.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, team members, and client systems.

Critical Thinking and Decision-Making Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

Essential Student Behavior:

- Demonstrates ability to gather, assess, analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

- Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty,

staff, advisors, supervisors, agency personnel, and field instructors.

- Shows skill in building rapport and engagement, applying principles of sound communication.
- Demonstrates empathic and attending skills in interactions.
- Prepares written products that reflect competence in the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for recordkeeping.

Advisement

Academic Advising in the Social Work Program

We can help you:

- Understand university requirements and policies
- Select appropriate courses
- Identify your academic interests, strengths, and professional goals
- Keep track of your progress towards your academic and professional goals
- Identify problems or needs and possible solutions
- Referral to other resources and supports

We can be most helpful if you:

- Come and see us often, not just during scheduling
- See us as ADVISORS...we are not going to make decisions for you
- Educate yourself about university policies, requirements, and procedures at Shepherd
- Make and keep appointments, especially around course scheduling
- Come prepared for our appointment by completing paperwork and having a list of courses you need/want, as well as alternatives
- Keep us informed of changes in your schedule or other life circumstances
- Remember that ultimately it is YOUR graduation...make sure you've met all requirements
- Let us know when something isn't helpful, and tell us what would be.

All social work students are assigned an advisor by the program director who is also the chair of the Department of Social Work. Advisement in a professional program is centered around the necessity to carefully plan your education. The social work curriculum is designed so that all the courses for the major build on a liberal arts core and are sequentially ordered. You **MUST HAVE COMPLETED** core education requirements and prerequisites before enrolling in social work methods courses. The sequence requirement is based on sound educational philosophy and not convenience in scheduling.

You are to consult with your advisor on all scheduling matters. The advisor must

approve your schedule before you register each semester. Failure to follow this procedure may result in difficulty at the time of application for admission to the program, entrance into your senior field education placement ,or delayed graduation.

Each semester you must sign up for an appointment to meet with your advisor during registration period. A list of appointment times can be found on faculty office doors during each registration period.

degree a minimum of 120 semester hours must be completed. This entails 42 hours in core curriculum requirements and 63 hours under the Social Work Curriculum of which 3 hours is a Social Work elective. In addition, 15 semester hours of general electives must be selected from any University-wide course offerings. The core curriculum requirements should be completed during the freshman and sophomore years. Students must take the Finite Math (154) as the general education math requirement and may need additional math courses (non credit earning) if required by placement tests.

Since the social work curriculum is designed to build on a liberal arts base and is sequenced to provide continuity and integration in the core curriculum, the format recommended below should be followed closely. While it is recognized that students will not always be able to adhere to this sequence exactly as presented, failure to do so may result in difficulty in handling course content and in scheduling required courses in your major.

The slots in which students may select elective courses or options courses are interchangeable as long as the student completes 12 credits in the first category and at least 9 credits in the latter. Electives may be selected from any discipline within the university.

This curriculum is to be followed sequentially. The sequence is outlined on the following three pages:

Effective for students entering Fall 2011
SEQUENCE OF COURSES FOR COMPLETING A MAJOR IN SOCIAL WORK

In order to graduate from Shepherd University with a major in Social Work, a minimum of 120 semester hours must be completed. This entails 42 hours under the University core

curriculum requirements and 63 hours under the Social Work Curriculum; 15 semester hours of free electives must be selected from any university-wide course offerings. The 42 core curriculum requirements are to be completed during the freshman and sophomore years. Courses are listed in the year in which they should be completed and may be taken in either semester unless otherwise specified.

Since the social work curriculum is designed to build on the core curriculum and is sequenced to provide continuity and integration with the core curriculum, the format recommended below should be followed closely. While it is recognized that students will not always be able to adhere to this sequence exactly as presented, failure to do so may result in difficulty in handling course content and in scheduling required courses in your major. **STUDENTS ARE EXPECTED TO FOLLOW THIS SEQUENCE. SHOULD REQUIRED COURSES NOT BE COMPLETED IN ORDER, ENTRY INTO THE SENIOR FIELD PLACEMENT AND GRADUATION ARE LIKELY TO BE DELAYED.**

FIRST YEAR

| Credit Hours | Fall Semester | Spring Semester | Credit Hours |
|---------------------|---|---|---------------------|
| 3 | ENGL 101 Written English | *ENGL 103 Writing for the Social Sciences or ENGL 102 | 3 |
| 1 | SOWK 101 First Year Experience in Social Work <i>Fall only</i> | Core Wellness course | 3 |
| 4 | General Biology BIOL 101 (Core Science) | General Biology BIOL 102 (Core Science) | 4 |
| 3 | Core History course | General Sociology (Core Social Science) | 3 |
| 3 | **Core Math course | Core Arts course | 3 |
| 14 | Total semester credits | Total semester credits | 16 |

*Recommended – ENG 103 Writing for the Social Sciences

**MATH 314, Statistics, fulfills the Core Math requirement and also fulfills the statistics requirement for the major; if a student does not need another Math course to meet the prerequisite for MATH 314, the student must replace those credit hours with electives. If a student chooses to complete the statistics requirement by taking BADM224 Statistics or PSYC 250 Statistics for Social Sciences, you must take a Core Math course. MATH 154 Finite Mathematics is the prerequisite for MATH 314.

SOPHOMORE YEAR

| Credit Hours | Fall Semester | Spring Semester | Credit Hours |
|---------------------|---|--|---------------------|
| 3 | Core Humanities (Literature) | Core Humanities | 3 |
| 3 | <u>Core Social Science (choose 1)</u> PSCI 100 Politics & Government | <u>Core Social Science (choose 1)</u> ECON 123 Contemporary | 3 |

| | | | |
|-----------|---|--|-----------|
| | OR PSCI 101 American Federal Government | Economics OR ECON 205 Macro Economics | |
| 3 | PSYC 101 Introduction to Psychology | SOCI 205 Social Problems | 3 |
| 3 | SOWK 201 Introduction to Social Work | SOWK 300 Community Service Learning | 3 |
| 3 | Elective | Elective | 3 |
| 15 | Total semester credits | Total semester credits | 15 |

JUNIOR YEAR

| Credit Hours | Fall Semester | Spring Semester | Credit Hours |
|---------------------|--|--|---------------------|
| 1 | LBSC 103 Info. Literacy for the Social Sciences <i>Fall Only</i> | SOWK 325 Orientation to Field Practicum <i>Spring Only</i> | 1 |
| 3 | SOWK 305 Human Behavior in the Social Environment I <i>Fall Only</i> | SOWK 306 Human Behavior in the Social Environment II <i>Spring Only</i> | 3 |
| 3 | SOWK 311 Social Work Methods I <i>Fall Only</i> | SOWK 311 Social Work Methods II <i>Spring Only</i> | 3 |
| 3 | SOWK 301 Social Welfare as a Social Institution <i>Fall Only</i> | <u>Statistics Course (choose 1)</u> MATH 314 Statistics OR BADM 224 OR *PSYC 250 | 3 |
| 3 | SOCI 303 The Family | Elective | 3 |
| 3 | Elective | <u>**Social Work Elective (choose 1)</u> SOWK 320 Child Welfare SOWK 402 Social Gerontology SOWK 417 Sex & Gender | 3 |
| 16 | Total semester credits | Total semester credits | 16 |

*Note that PSYC 250 is 4 credits (includes a lab)

**This elective course requirement may be fulfilled in any semester of the junior or senior year; these courses are taught by adjunct faculty and are not offered every semester, so students are advised to discuss offerings with their advisor

SENIOR YEAR

| Credit Hours | Fall Semester | Spring Semester | Credit Hours |
|---------------------|---|---|---------------------|
| 3 | SOWK 407 Field Experience in Social Work I | SOWK 410 Field Experience in Social Work III | 3 |
| 3 | SOWK 408 Field Experience in | SOWK 411 Field Experience in | 3 |

| | Social Work II | Social Work IV | |
|-----------|--|--|-----------|
| 2 | SOWK 409 Field Experience Seminar I | SOWK 412 Field Experience Seminar II | 2 |
| 3 | SOWK 313 Social Work Methods III <i>Fall Only</i> | SOWK 40 Social Work Capstone <i>Spring Only</i> | 3 |
| 3 | Elective | SOCI 405 Research Methods <i>Spring Only</i> | 3 |
| 14 | Total semester credits | Total semester credits | 14 |

| | |
|---|------------|
| Core Curriculum Requirements | 42 |
| Social Work Curriculum Requirements | 63 |
| *University-wide electives | 15 |
| Credits required for graduation | 120 |
| *University wide electives may include a co-op experience in social work | |

REMEMBER: You not only need a minimum of 120 credit hours, you need to have them in all the right places! We encourage you to make good and frequent use of academic advising, especially during registration advisement periods; however, YOU are ultimately responsible for keeping track of your progression through the program. The *Degree Evaluation* tool on RAIL allows you to see which requirements you have completed and which are still needed; we encourage you to use it each semester before you meet with your advisor to plan your courses for the upcoming semester.

Grading Policy

Grading System

Students will be evaluated according to the following point system, the National Association of Social Work Code of Ethics, and professional judgment of the faculty. The NASW Code of Ethics and faculty professional judgment may override all point totals from the grading scale if the faculty determines academic or disciplinary disqualifications.

| Grading Scale (points) | | |
|------------------------|---|---|
| 90 - 100 | = | A |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| 59 or below | = | F |

Attendance/Participation

Statement of Importance:

Participation in class discussion is a vital part of the learning process. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Therefore, attendance and participation is built into the grading system. Each professor states these requirements in their course outlines.

Excessive Absences

A student who misses more than 6 unexcused hours of class is considered to have excessive absences. Excessive absences may result in an "F" for the course.

| <i>CLASS PARTICIPATION SCALE</i> | |
|---|--|
| A - 5 | Frequent: Relevant and appropriate comments which reflect preparation, understanding and thought. Responses are supportive of other students' learning and leadership is evident. Respectful of the values and contributions of others. (Highest) |
| B - 4 | Occasional: Relevant and appropriate comments which reflect preparation, understanding and thought. Obvious attempts for growth in this area. Responses are supportive of other students' learning. Reflects good listening skills. Respectful of the values and contributions of others. |
| C - 3 | Passive or no response: Relevant and appropriate comments, which reflect preparation, understanding and thought only. Responses are supportive of other students' learning. Reflects good listening skills. Respectful of the values and contributions of others. |
| D - 2 | Infrequent relevant comments: Comments generally reflect either a lack of or inappropriate preparation, understanding or thought. Overall lack of attention or respect to other students and speakers. Poor listening skills. General lack of respect for others' values and contributions. |
| F - 1 - 0 | No initiative: Irrelevant comments, which reflect total lack of preparation, understanding or thought. Insensitive and disrespectful of other students and their learning processes. |
| | Participation at the "F" level, refusal to participate or interference in class assignments may result in an "F" grade as determined by the professor. The evaluative criteria are the NASW Code of Ethics, the Student Handbook, and the application to the social work department, the class syllabus, and the professional judgment of the faculty. |

Holistic Critical Thinking Scoring Rubric

| | |
|---|---|
| 4 | <p>Consistently does all or almost all of the following:</p> <p>Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reason and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.</p> |
| 3 | <p>Does most or many of the following:</p> <p>Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.</p> |
| 2 | <p>Does most or many of the following:</p> <p>Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</p> |
| 1 | <p>Consistently does all or most all of the following:</p> <p>Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.</p> |

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Social Work Association

The Social Work Association is a student organization for social work students and other students who have an interest in the social work profession. SWA sponsors events such as an annual domestic violence vigil, food and clothing drives, graduate school/career planning seminars, and get-togethers to help students network and support each other. If you are interested in joining SWA, contact Karen Green (faculty advisor), or look for meeting times posted on social work bulletin boards in White Hall on the 3rd floor hallway.

**CONSTITUTION
SOCIAL WORK ASSOCIATION
SHEPHERD UNIVERSITY**

ARTICLE I NAME

This organization shall be known as the Social Work Association of Shepherd University.

ARTICLE II OBJECTIVES

The objectives of this association shall be: to stimulate interest in the field of Social Work among students, to promote voluntary involvement in Social Work related causes, and to provide Social Work related projects for student support.

ARTICLE III MEMBERSHIP QUALIFICATIONS

Membership shall be open to all students in Social Work related majors. Dues shall be determined at the beginning of each school year and will be payable by the end of the first month of each semester.

ARTICLE IV OFFICERS

The officers of this association shall consist of: President, Vice-President, Secretary, Treasurer, Senator, Historian, and Activities Chairperson. This group shall constitute the Executive Committee of the association. A new Executive Committee shall be elected in the month of April of each year.

ARTICLE V MEETING

The regular meetings of the association shall be held at a date and time selected by the Executive Committee. Special meetings may be called by the Executive Committee, the President, or by the majority of the members present at the previous meeting.

ARTICLE VI COMMITTEES

Committees shall be formed by the Executive Committee to research and organize topics of possible action by the Association. These committees shall be responsible only for organization of projects and shall be responsible for reporting back to the association for final implementation. All committees shall be voted on by all members of the association at that particular meeting.

ARTICLE VII CODE OF ETHICS

This organization operates under the National Association of Social Workers code of ethics.

ARTICLE VIII

AMENDMENT OF THE CONSTITUTION

Section 1.

To amend the articles of the constitution, a written notice must be submitted to the Executive Committee of the club no less than thirty (30) days prior to formal action on the amendment. This written notice shall consist of the intent of the amendment, the article to be amended, and the proposed amendment change.

Section 2.

A two-thirds majority vote of the members constituting a quorum at a regular meeting is required to amend this constitution.

Faculty and Staff

CRAWLEY-WOODS, GERALDINE, Professor of Social Work. B.A., University of Rhode Island, 1970; M.S.W., Catholic University of America, 1974,. Ph.D University of Maryland at Baltimore, 2000. Special Interests: Women and Poverty, Family Life Education, Psychological/Spiritual Development. Email: gcwoods@shepherd.edu

HORNER, DOUGLAS C., Professor and Program Director of Social Work. B.A., Indiana University, Pennsylvania, 1974; M.S.W., University of Pittsburgh, 1975., Ph.D., University of Maryland, 1992. Special Interests: Child Welfare, Criminal Justice, Domestic Violence. E-mail: dhorner@shepherd.edu

GREEN, KAREN KALISTA, Associate Professor of Social Work. B.S., Cornell University, 1993; M.S.S.W., Columbia University, 1995.. Special Interests: Women's Issues, Human Sexuality, Social Work with Offenders and Trauma Survivors. E-mail: kgreen@shepherd.edu

DEPARTMENT OFFICE: 315 WHITE HALL, PHONE: 876-5334
WEB PAGE: WWW.SHEPHERD.EDU/SWWEB

Social Work Values

Social workers hold that people should have equal access to resources, services, and opportunities for the accomplishment of life tasks, the alleviation of distress, and the realization of their aspirations and values in relation to themselves, the rights of others, the general welfare, and social justice.

Social workers' professional relationships are built on their regard for individual worth and human dignity and are built on their regard for individual worth and human dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

Social workers respect people's rights to choose, to contract for services, and to participate in the helping process.

Social workers contribute to making social institutions more human and responsible to human needs.

Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

Social workers are responsible for their own ethical conduct, for the quality of their practice, and for maintaining growth in the knowledge and skills of their profession.

Code of Ethics - Summary

The Social Worker's Conduct and Comportment as a Social Worker

Propriety - The social worker should maintain high standards of personal conduct in the capacity of or identity as a social worker.

Competence and Professional Development - The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.

Service - The social worker should regard as primary the service obligation of the Social Work profession.

Integrity - The social worker should act in accordance with the highest standards of professional integrity.

Scholarship and Research - The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

The Social Worker's Ethical Responsibility to Clients

Primacy of Clients' Interests - The social worker's primary responsibility is to clients.

Rights and Prerogatives of Clients - The social worker should make every effort to foster maximum self-determination on the part of the clients.

Advertising - If a social worker engages in advertising, he/she must present services and credentials factually. A client shall not be intentionally or knowingly led to develop unrealistic expectations about the delivery of services.

Fees - When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client's ability to pay.

The Social Worker's Ethical Responsibility to Colleagues

Respect, Fairness and Courtesy - The social worker should treat colleagues with respect, courtesy, fairness and good faith.

Dealing with Colleague's clients - The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

The Social Worker's Ethical Responsibility to Employers and Employing Organizations

Commitments to Employing Organizations - The social worker should adhere to commitments made to the employing organization.

Social Worker's Ethical Responsibility to the Social Work Profession

Maintaining the Integrity of the Profession - The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.

Community Service - The social worker should assist the profession in making social services available to the general public.

Development of Knowledge - The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

The Social Worker's Ethical Responsibility to Society

Promoting the General Welfare - The social worker should promote the general welfare.

Grievance Procedure

A grievance is a serious matter and will be dealt with as such by the social work faculty. Below are the guidelines for the process. Students should use this process only to address substantive issues. Procedure for grade appeals is available in the general Shepherd Student

Handbook and Catalog. The Social Work Program has the following procedure for students to follow to appeal findings of the BSW Grievance Committee.

All grievances must be "good cause" arguments. Good cause reasons include:

- 1) Behavior on the part of faculty that is malicious or discriminating.
- 2) Arbitrary and capricious grade assignment.
- 3) Sexual harassment.

The following do not constitute "good cause":

- 1) Inconvenience to student of program or class requirements.
- 2) Disagreement with program policies or requirements.
- 3) Disagreement with course requirements.
- 4) Disagreement with faculty in applying grading standard.

Any other grievance may be addressed in the following manner:

- 1) Student should first discuss the alleged grievances with the party in question.
- 2) If this verbal processing of the issue should prove unsatisfactory, the student should submit, in writing, a brief description of their concern to the Program Director/Department Chair. If grievance is with the Director or Chair, the written grievance should be submitted to another Social Work Program faculty member.
- 3) In the event that the grievance remains unresolved, the social work faculty will convene as a committee of the whole to address the issue. (The student and the party in question may be invited to meet with the committee.) A written response regarding the student's grievance will be made.
- 4) Finally, if the parties concerned do not have a sense of resolution, the Vice President for Academic Affairs represents the final level of recourse.

Grievances regarding any other matters are addressed in the following manner:

Level 1) Student should first discuss the alleged grievances with the faculty member in question if feasible. This may involve field faculty as well as classroom faculty, either full or part time.

Level 2) If the student is not satisfied with the outcome, the student should communicate with that faculty member's superior.

Level 3) If grievance is with the Program Director, the student should communicate with the Dean of the School of Business and Social Sciences

Level 4) The Dean of the School will convene the BSW Grievance Committee composed of representatives from the Program Advisory Board and the faculty.

Level 5) The Vice President for Academic Affairs will make a final determination

Shepherd University Policy of Nondiscrimination

The University provides opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard

to race, sex, religion, age, national origin, handicap, or sexual preference. The University neither affiliates knowingly with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, color, age, religion, sex, national origin, handicap, or sexual preference as defined by applicable laws and regulations.

**APPLICATION FOR ADMISSION
SOCIAL WORK PROGRAM
SHEPHERD UNIVERSITY**

PLEASE TYPE OR PRINT CLEARLY:

1. NAME: _____
Last
First
M.I.

2. PERMANENT HOME ADDRESS:

Street Address

City
State
Zip Code

3. HOME (CELL) NUMBER: _____

4. WORK PHONE NUMBER: _____

5. EMAIL ADDRESS: _____

6. DATE OF HIGH SCHOOL GRADUATION/GED CERTIFICATE: _____

7. Attach RAIL transcript of all Core Curriculum courses at ALL educational institutions (colleges, universities, professional schools) which you have taken for academic credit.

8. GPA (*Must be 2.0*): _____

9. ANTICIPATED DATE OF GRADUATION: _____

10. VOLUNTEER ACTIVITIES:

| Agency/Organization | City, State | Nature of Activity | Length of time |
|---------------------|-------------|--------------------|----------------|
| | | | |
| | | | |
| | | | |
| | | | |

11. List any academic honors, awards, certificates, publications or honorary scholarships:

12. If you have been employed in human service areas, please answer the following:

Total number of human service employment hours:

| | |
|-------|--------|
| Years | Months |
|-------|--------|

13. List all employment chronologically, beginning with current employment. Give exact dates and places of employment or activities.

| Position | Employer | City & State | Beginning & End Date | Full/Part Time |
|----------|----------|--------------|----------------------|----------------|
| | | | | |
| | | | | |
| | | | | |

14. The social work major is a particularly demanding one requiring hours outside the classroom as well as requiring consistent attendance. Describe any routine responsibilities which may impact your role as a student of social work.

15. Indicate fields of social work you are most interested in pursuing as field placement or employment.

16. BRIEFLY state the reasons you are interested in Social Work as a major:

17. Are you in need of financial aid?

| | | |
|-----|--|----|
| YES | | NO |
|-----|--|----|

18. Who is primarily responsible for the cost of your education?

19. Do you have any major problems such as untreated substance abuse or other issues that would interfere with your ability to practice social work?

| | | |
|-----|--|----|
| YES | | NO |
|-----|--|----|

20. Please use the space below to discuss any issues which may impact your ability to complete the Social Work Program.

ALL APPLICANTS, PLEASE READ BELOW, SIGN AND DATE:

In making this application, I accept and agree to abide by the policies and regulations of the Social Work Program of Shepherd University concerning drug and alcohol abuse. I understand that the unlawful use of drugs or alcohol will subject me to the penalties contained in those policies and regulations. I agree to abide by the degree requirements and policies including recommendations of my advisor of the Shepherd University Social Work Program if I am admitted as a student.

I certify that the information recorded on this application is correct.

Signature of Applicant

Date

Signature of Faculty Member

Date

Indicate any type of setting or population in which you would prefer not to work and give your reasons for this.

Do you speak a second language? _____ Spanish _____ French _____ Other (including American sign language) _____

Describe any special circumstances you face or needs you have in completing a field placement, including chronic conditions, which require accommodation.

Have you ever been convicted of a felony? _____ YES _____ _NO
If yes, please explain

ALL APPLICANTS, PLEASE READ BELOW, SIGN AND DATE:

I understand that the unlawful use of drugs or alcohol will subject me to penalties outlined in the Social Work Program Policies and Regulations, up to and including termination from field experience. I agree to abide by the degree requirements and policies including recommendations of my advisor and field instructor upon placement in a field agency.

signature of applicant

date

signature of faculty

date

Placements are completed on Mondays, Wednesdays and Fridays, generally during business hours approximately 19 hours per week over two semesters.

PROGRAM USE ONLY

Field placement interviews:

1. _____
2. _____
3. _____
4. _____

Finalized Field Placement Agency: _____

Supervisor: _____

Date: _____

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community. The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core

values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

¹These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the

competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

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

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

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

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

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

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

discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also

requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

²National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in

organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

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

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

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

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

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

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational,

community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

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

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;

- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

⁴Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

2.1.7 *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.1.8 *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

3.1.2 *The program describes how its learning environment models affirmation and respect for diversity and difference.*

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous.

Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a

doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.4 *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

3.3.5 *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

3.3.6 *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

3.4.2 *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

3.4.3 *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

3.4.4 *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.*

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

M3.4.4(a) *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

M3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

M3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.4.5 *The program identifies the field education director.*

3.4.5(a) *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*

B3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the*

administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

***M3.4.5(c)** The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

***3.4.5(d)** The program provides documentation that the field director has a fulltime appointment to the social work program.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

***3.5.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

***3.5.2** The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

***3.5.3** The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

***3.5.4** The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*

***3.5.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

***3.5.6** The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of

education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

4.0.2 *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

4.0.3 *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

4.0.4 *The program describes how it makes its constituencies aware of its assessment outcomes.*

4.0.5 *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

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