

SOCIAL WORK PROGRAM STUDENT HANDBOOK



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The Social Work Program

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Nondiscrimination Policy

Cedar Crest College complies with all applicable federal and state legislation and does not discriminate in educational programs or in employment on the basis of race, religion, national origin, age, gender, disability or sexual orientation.

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Preface

The Social Work Program is accredited by the Council on Social Work Education and is designed to provide students with a generalist approach to social work practice. Students who complete the major will be prepared for beginning professional social work practice and usually are awarded advanced standing in graduate social work study.

In order to graduate from the Social Work Program students must have completed the required foundation and professional courses, achieved at least a “C” in each of the professional courses, and satisfied the college’s requirements for graduation.

Each student’s academic progress and ability to remain in the program is regularly monitored by the social work faculty. A formal review of the student’s status occurs in the spring term of the junior year to evaluate her preparation for the senior field education experience (Social Work 339). Acceptance is based on overall academic course work and particularly on performance in Social Work 301 (a “C” or better), which is normally taken in the junior year.

Students must adhere to the Student Handbook for the Social Work Program. They must familiarize themselves with the material in the handbook and understand that they are governed by its contents. All social work majors must read and abide by the National Association of Social Work Code of Ethics.

Please note that students must obtain a 2.0 grade point average, or better in the major course of study (social work) to enter Field Education in Social Work (SWK 339 and 342), Field Education Seminar I (SWK 345) and Field Education Seminar II (SWK 346).

Each student should obtain copies of the Cedar Crest College catalog and the Customs Book, and use them as a guide for the educational requirements at Cedar Crest College.

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Cedar Crest College

Mission Statement

Cedar Crest is an independent, comprehensive, liberal arts college for women dedicated to preparing students for lifelong learning and for meeting and exceeding established standards of excellence. There are two, mutually reinforcing aspects of this endeavor: the liberal arts foundation and the experiential application of liberal arts concepts through such activities as internships, clinical placements, student teaching and independent research projects.

Mission Statement of the Social Work Program

The Social Work Program at Cedar Crest College is dedicated to the provision of the highest quality of educational preparation of students for entry into beginning social work practice with individuals, families, groups, organizations and communities. Consistent with the mission of the college, the Social Work Program seeks to provide students with a liberal arts perspective and particular focus on the development of women. The Social Work Program is philosophically guided by a holistic approach to practice that includes the bio-psycho-social-spiritual dimension of the human condition. The Social Work Program is also committed to preparing professionals who will work to alleviate poverty, oppression, and discrimination through a dedicated advocacy for social and economic justice.

Goals of the Social Work Program

1. To prepare baccalaureate level students to be effective and competent professional generalist social work practitioners.
2. To provide an educational program for social work students that is grounded in the liberal arts and develops social work knowledge.
3. To provide an educational program for social work students that is grounded in the profession's history, purposes and philosophy to enable students to effectively negotiate the issues of society and to advocate for the promotion of social and economic justice.
4. To provide an educational program imbued with the knowledge, values and skills of the social work profession that prepares competent baccalaureate level practitioners.
5. To provide an educational program that prepares social work students to be leaders in developing service delivery systems that are humane, sensitive and responsive to the needs of diverse client populations.
6. To provide an educational program that instills in our students the professional ethical values associated with all aspects of social work practice.

Admissions

Admission policies and procedures of Cedar Crest College can be found in the College Catalog. Admission to the major of Social Work occurs in the following way:

1. In the sophomore year students declare their Social Work major. By this time they have usually taken several foundation courses and at least one social work course. Admission to the program is, at this time, provisional pending successful completion of the first two professional courses (SWK 201 and 202). Students must complete a Declaration of Major Form prior to taking SWK 202.
2. At the end of their junior year students are required to apply to take field education. Admission to field education is dependent on successful completion of SWK 327, with a grade of "C" or better. Successful completion of this course implies an adequate performance in demonstrating social work skills through a series of videotapes, in self-awareness through completion of a critical self-appraisal paper, in social work knowledge demonstrated in examinations, and in understanding the value base of the profession.
3. At the end of their junior year students must submit to and provide copies of all clear National Criminal Background Checks and clear Child Abuse Clearance forms to the Social Work Department. Students must abide by all the policies and procedures established by each clinical agency. If a clinical site prohibits a student from an experience at that site, then the student may not proceed with the program and will be advised of their options by a social work advisor.
4. The requirements for graduation with certification by the Council on Social Work Education is limited to those students who have achieved at least a "C" in each of the professional courses, who have achieved a "C" or better in foundation courses, and who have otherwise satisfied the college requirements for graduation.
5. The granting of a degree from Cedar Crest College is no guarantee that you will be licensed, certified, or accepted for practice by professional licensing agencies.
6. Students majoring in Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Thus, faculty in these programs will review students prior to the practicum and make appropriate recommendations up to and including removal from placement.

The social work faculty adviser regularly monitors each student's academic progress as soon as she declares her major. The social work faculty meets individually with each student to review the program and her rights and responsibilities. From this time on the student's academic progress and ability to remain in the program is regularly monitored. A formal review of the student's status occurs in spring term of the junior year to evaluate her preparation for the senior field education assignment (SWK 339). Acceptance to go into the

senior year is based on overall academic course work and particularly on performance in SWK 327 (a "C" or better).

Since our program is small and our faculty to student ratio is high we are able to work closely with students in addressing any academic difficulties.

At any point in this admission process a student may appeal to the Chair of the Department of Social Sciences, the Provost, and appropriate faculty committees if she thinks she is being treated unjustly by the social work faculty, or if she wants to present circumstances that will justify an exception to the Standards.

Transfer Policy

Transfer policies of Cedar Crest College can be found in the College Catalog. Academic credit to students transferring from other accredited institutions into the Social Work Program must meet the standards:

1. The student achieved a "C" or better in the course.
2. The social work faculty is in agreement that the professional and foundation courses meet the Social Work Program's requirement. Faculty evaluate course syllabi, including course objectives, content, learning activities, theoretical perspectives and course reading.
3. Only SWK 201, Introduction to Social Work, and SWK 202, The Social Welfare Institution, will be considered transferable professional courses.

Academic Credit for Life Experience

Academic credit for life experience and previous work experience is never given, in lieu of field education or of courses in professional or foundation areas.

Advisement System

The Academic Advising Program provides individual assistance to students in formulating and attaining academic goals. An advising staff, composed of experienced faculty members and of student advisers who act as assistants, works with freshmen and those sophomores who have not yet declared a major. During the summer a faculty adviser is selected for each freshman and new transfer student. Daylong orientation sessions are scheduled in June, at which time each new student meets with her faculty adviser to discuss her academic interests and goals and to select a program for study in the fall semester. Prior to and throughout the first academic year at Cedar Crest, periodic conferences take place between a student and her faculty adviser to assess her academic progress and to discuss subsequent plans, including a major. During the second year the student continues with this adviser until she declares her major. At that time she is transferred to a faculty member in her chosen field.

Students may declare their major any time after completion of their first semester of study or 12-15 earned credits. Declaration of a major must be made by the end of the sophomore year or after 55 earned credits. The official declaration of a major is initiated with a form issued by the Registrar's Office. A student declaring a major that may lead to either the B.S. or B.A.

degree shall specify at the time of declaration which program she is entering and which degree she is seeking. A student will graduate according to the major requirements in effect at the time she declares her major.

Over the last 15 years a social work professor has served as a freshman adviser and all freshman students interested in social work are assigned to him. Each freshman adviser, however, is familiar with the requirements of the Social Work Program and is able to advise students on the appropriate courses for freshman and sophomore level students. Changes in program policy or courses are made known to advisers during training sessions and via memos so they are fully aware of the social work requirements.

Upon declaring an interest to major in social work the student's records are transferred to the department and one of the program's faculty members is assigned as her sole adviser. With the student's record the faculty member is able to assess the student's total educational experience more completely.

The social work faculty adviser is the key person in planning the student's total program including courses, field experiences and related educational activities. The adviser meets with the students no less than (and usually more often) once each semester to evaluate her progress in the program, her other academic courses and other areas related to her educational experience. The social work adviser must sign registration forms for each semester. These periodic meetings provide an opportunity to determine whether or not the student should continue to pursue social work or not. If the faculty becomes aware of a student's poor progress prior to these meetings, the student's adviser is obligated to meet immediately with the student to discuss the difficulties and plan a remedial course of action. In addition, the faculty is in daily contact with advisees in the classroom and is aware of an individual student's needs and problems.

Should the mutual decision be reached by the student and faculty adviser that continued pursuit of a social work career is not in the student's best interests, every effort will be made to keep the student engaged in the pursuit of a more appropriate major course of study.

All social work students take SWK 327, Social Work Processes 1, as a necessary prerequisite to and immediately preceding the field education. Since SWK 327 is the preparatory course for field education, the faculty monitors the student's progress carefully. If a student fails to achieve a "C" or better in this course or otherwise evidences problems in grasping and applying the course's concepts, the student and faculty adviser will again evaluate whether or not the student should continue with the social work major. If continuation of the major is appropriate the student is obligated to repeat the course before taking the field education.

Students are required to repeat any social work core course in which they have not received a "C" or better. In this way, the program can be assured its standards for acquisition of knowledge and skill can be maintained. The social work faculty discusses any student in difficulty at their weekly meetings. This keeps them continually aware of any student's difficulties. Other areas of advisement include: senior field education, career planning and graduate school opportunities.

Advisement and Knowledge of Program

Because the program is small, all social work faculty participate in advising. There is always mutual agreement and knowledge about program changes. The faculty advises students using the Social Work Program Worksheet which is always kept current with any changes in the program (see appendix). Students are not required to meet any changes in the program after they have officially declared the major.

Student Rights and Responsibilities

The various rights and responsibilities of students are contained in the Cedar Crest College Catalog and the Student Handbook. This handbook has been developed to supplement these and to highlight program policies and practices regarding student rights and responsibilities within the Social Work Program. The faculty adviser reviews this handbook with the student at the time she declares a major in social work.

Social Work Student Rights and Responsibilities

1. Students must uphold the Honor Philosophy of the College. This states that all students shall uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Students accept responsibility for their own actions and the effect of these actions on other members of the college community. Academic integrity and ethics remain steadfast, withstanding technological change. The honor code applies to all academic work including, but not limited to, handwritten, computer-generated documents, video or audio recordings, and telecommunications. The entire honor philosophy and description of the community standards for academic conduct can be found in the Customs Book.
2. Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, late departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.
3. The Social Work Program attendance policy relates to all social work majors. Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions.

Therefore, the Social Work Program's Attendance Policy is as follows:

- 1) You may miss two class sessions for whatever reasons without penalty.
- 2) If you miss a third class session the highest overall grade you can receive for the course is a "B".

- 3) If you miss a fourth class session the highest overall grade you can receive for the course is a “C”.
- 4) Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions.

Students representing the college in athletics and other capacities will be excused from class for games/matches/meets, etc. only, not for practices. However, student athletes who are maintaining a less than “C” average in the course will not be excused from class.

In all cases of missed classes it is the student’s responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

4. The Honor and Judicial Board is a student judicial board empowered by the Student Government to hear cases for perceived violations of the College's Honor Philosophy. Students who have questions about the Honor Philosophy, have witnessed violations or are accused of a violation can take their concerns to the Dean of Student Affairs for consideration by the Honor and Judicial Board.
5. All students have the right to participate and/or run for office in the Cedar Crest College Student Government. Student Government meets regularly to discuss student activities and college policies, to initiate legislation, and to make and amend rules as applicable.
6. If a student is dismissed from the College or the Social Work Program because of failure to meet academic standards outlined in the College catalog she may petition the Academic Policy Committee for readmission.
7. Academic Services is available to students for academic support. All students have access to professional and peer tutors. Academic Services works with students with disabilities to ensure that the requirements of Section 504 and the Americans With Disabilities Act (ADA) regulations are fulfilled in a reasonable and timely manner on campus. The Advising Center is responsible for coordinating specific services and resources for disabled students.
8. Every student in the Social Work Program is responsible for knowing the requirements for the social work degree and for arranging her program of study. This is done with the assistance of the social work adviser. Any exceptions to regulations must be sought by petition to the Curriculum and Academic Policy Committee. It is the responsibility of the student to obtain written verification of any exceptions to, or waivers of, all institutional and departmental degree requirements.

9. Social work students will graduate according to the social work major requirements in effect at the time she declares the major.
10. Graduation for the Social Work Program is limited to those students who have completed the required foundation and professional courses, who have achieved at least a “C” in each of the professional courses, who have achieved a 2.00 or better grade point average in foundation courses, and who have satisfied the College's requirements for graduation.
11. The circumstances for terminating a student's enrollment in the Social Work Program include:
 - a. Failure to earn a “C” or better in a professional course and refusing to repeat the course.
 - b. Failure to earn a “C” or better in the field education which includes the professional use of self.
 - c. A student may not take a Social Work course more than 2 times and a withdrawal counts as a course taken.

Professional self is the ability to maintain appropriate and meaningful working relationships with clients. These factors will all be considered in determining the competence for entry into SWK 339, Field Education in Social Work I. This is determined through a formal review and approval by the Social Work Program faculty which takes place near the conclusion of SWK 327, Processes I. Students must submit and obtain appropriate clearances from the PA State Police Criminal Background Check and PA Child Abuse Clearance forms by the first night of Field Education Seminar I. A student will not be permitted to begin or continue their Field Education experience unless all the above requirements are met. Driving record may be required.

In cases where termination is appropriate the Social Work Program faculty may help the student change to a more appropriate major or transfer to another college. Students are advised of the grievance and appeals procedures.

12. Social Work students have the right to join or form any campus organization and are encouraged to join the Social Work Club.
13. Students have the right to evaluate courses each semester by completing course evaluations which are confidentially completed in class.
14. Social Work students have the right to participate in formulation and modification of policy in the Social Work Program, participate in program evaluation and be involved in the self-study process.
15. Students have the right to be involved in the hiring of new social work faculty. Candidates must present a lecture to the students in a classroom and answer any questions they have. Each student is given the opportunity to evaluate the candidate

after the lecture. Students are also provided a time to meet exclusively with the candidate after the lecture.

Student's Organizations

Social Work Club

Social work students and other interested students can join the Sociology/Social Work Club. Dr. Kathleen Boland, from the social work faculty, serves as the club adviser. A description of the club and its purpose can be found in the Cedar Crest College Student Handbook. The club meets several times a month to organize and participate in community service projects and fund raising and advises faculty on how to improve the Social Work Program. The club meets in the new Social Sciences Department lounge in Curtis Hall. Examples of recent activities and projects are:

1. Participation in World Food Day conference.
2. Organizing a blanket and clothing drive.
- 3. Volunteering at a soup kitchen.
4. Assisting with a Christmas bazaar at a local nursing home.
5. Raising money for Feed the Children Fund.
6. Raising money to purchase medical supplies for Nepal.
7. Tutoring at a local high school.
8. Developing a new Social Work Club constitution.
9. Applied and received acceptance into the Phi Alpha Honor Society, for Cedar Crest College Social Work Program membership.
10. Raised money to support a Senior Social Work Major Award.

Faculty encourages social work students to join the club and participate in its activities. Faculty announces meeting times in classes. Club officers survey social work majors to evaluate the success of the club and gather ideas for future activities. The surveys are handed out in all social work classes.

Phi Alpha Honor Society: IOTA Chapter

Cedar Crest College's Social Work Program has met the national qualifications for chapter membership. The Purpose of the Phi Alpha Honor Society is to foster high standards of education for social work students and promote humanitarian goals and ideals. The undergraduate social work student is eligible for membership if she: declared social work as her major, achieved sophomore status, completed eight semester hours, or twelve quarter hours of required social work courses, achieved an overall grade point average of 3.0 and achieved a 3.25 or above in required social work courses.

Mechanisms for Student Participation in College-Wide Policy Formulation

Student Government is the mechanism whereby students formulate and modify policies regarding student affairs. All matriculated students are members of the Student Government.

Class officers and dormitory representatives are automatically voting members, as is a representative from the non-traditional age and/or commuting students. The student body elects officers of the Student Government. Student Government has a faculty adviser and faculty will go to the meetings to solicit student feedback and/or seek formal approval of projects that impact on student affairs.

There are typically one or two student members on most of the standing faculty committees. The students are active participants who have voice and voting privileges.

A student representative observes all faculty meetings and reports back to the Student Government on items of interest or concern to the students.

There are also student representatives on the Board of Trustees including the Governance and Instruction Committee which renders decisions on promotion and tenure of faculty. Further description of the Student Government can be found in the Student Handbook.

Cedar Crest College is one of the few colleges with an "Honor Philosophy" that is based upon the principle that students have both the right and the responsibility to govern themselves. Whether the term is "obligation", "responsibility", or "honor" the objective remains the same - to establish an atmosphere in which the individual makes her own decisions, develops personal regard for the system under which she lives, and achieves a sense of integrity and judgment. The Honor Philosophy can be found in the College Catalog and in the Student Handbook. This Honor Philosophy applies to all areas of academic and student life including taking exams and writing papers.

Cedar Crest College has an Honor and Judicial Board which is a student judicial board empowered by the Student Government Constitution to hear cases of perceived social violations of the College's Honor Philosophy. The Board consists of eleven student members. The Honor and Judicial Board chair and secretary are chosen in a general campus election, and Honor and Judicial Board members are chosen in respective class elections. All student members serve one year.

Mechanisms for Student Participation in Social Work Program Policy Formulation

The formal mechanisms used to evaluate the courses each semester are the course evaluations which are confidentially completed by each class member. Informally, the social work faculty spends the final class session evaluating all aspects of the course with the students. Many course changes were instituted through this process.

Any other changes in the program are discussed with the students in class for their consideration and feedback. Students are included in the Council of Social Work Education Self-Study process, through representation at meetings with the Community Advisory Committee, and through focus group participation.

Students are always involved in the hiring of new social work faculty. Candidates must present a lecture to the students in a classroom format and the students then have the

opportunity to ask questions. Students also meet with each candidate and provide feedback to the faculty.

The social work students feel free at any time to raise concerns about the program with the social work faculty and they often do so.

Criteria for Evaluating Student's Academic and Field Performance

In the description for social work in the College Catalog it states that students who complete the social work major will be certified for beginning professional social work practice. This certification is limited to those students who have completed the required foundation and professional courses, who have achieved at least a "C" in each of the professional courses (a College requirement of all majors), who have achieved a 2.00 or better grade point average in the foundation courses, and who have otherwise satisfied the College's requirements for graduation.

Students must also undergo an evaluation with the social work faculty in the spring semester of the junior year to discuss their preparedness for the field education. Students will bring the completed Junior Self-Assessment to this interview (see Appendix C). This evaluation is based on the student's objective performance on assigned work and what appear to be her strengths and weaknesses at that juncture in the student's development. Faculty reserves the right to terminate the student from the program at this time. This rarely happens due to close monitoring of students during their sophomore and first semester junior years.

Students terminate themselves from the program by failing to earn a grade of "C" or better in a professional course and then refusing to repeat the course.

Other students terminate the program because they are leaving the college for a variety of reasons. We have had a few students who left social work because they did not believe it was the right profession for them. In those cases this conclusion was reached after much consultation with the social work faculty. They helped these students transfer to other colleges or other more suitable majors.

Student's and Faculty's Knowledge of Dismissal Procedures

Students will be made aware of their right to petition the Academic Policy Committee for continuation or re-admission to Cedar Crest.

Termination of Student's Enrollment

The circumstances for terminating a student's enrollment in the Social Work Program are as follows:

1. Failure to earn a "C" or better in a professional course and refusing to repeat the course. Students who fail a course twice may not repeat the course a third time. No new professional courses may be taken until any incomplete Social Work courses are satisfied with a "C" or better.

2. Failure to earn a “C” or better in field education or failure to demonstrate the professional use of self.

(Professional self is the ability to maintain appropriate and meaningful working relationships with clients.)

3. Consistent with the Code of Ethics of the National Association of Social Workers, the student is also expected to adhere to those behaviors and standards of conduct required for professional practice. Failure to do so can result in termination from the Social Work Program.
4. The student’s inability to relate to others in an appropriate manner. (This includes interview skills, ability to maintain appropriate professional relationships and respect for social and professional boundaries.)
5. The student’s inability to perform in a professional manner (inappropriate dress and appearance, attitude, not being able to accept supervision and criticism, lack of self-awareness and how one is perceived by others).
6. The student’s inability to maintain good judgment with regards to medical or mental health problems. Students must be responsible to seek and complete needed treatment and, if requested, provide documentation on services received.
7. The student’s inability to meet the evaluative criteria in the Field Education Manual.

The circumstances for terminating a student from the Social Work Program will be shared with the student through the following means:

1. The Program Director and/or the student’s academic adviser will convey a verbal warning.
2. If the concerns continue, the student will receive written warning from the Program Director delineating specific concerns which must be addressed.
3. A letter from the Program Director to the Chair of Social Sciences, Registrar, and the Dean of Students, will prohibit the student from registering for any additional social work courses at Cedar Crest College.
4. The student may also be referred to the Cedar Crest Counseling Center, as the faculty may recommend that the student consider other alternatives to gain further experience, maturity, and growth toward professional social work practice.

These factors will all be part of the consideration in determining the student’s appropriateness and competence for entry into SWK 339, Field Education in Social Work I. This determination occurs through a formal review and approval by the program faculty which takes place near the conclusion of SWK 327, Processes I.

Conditional Standing and Dismissal Policy

The faculty at Cedar Crest College has adopted the following policy concerning conditional standing and separation from the College:

1. Matriculated students who fail to achieve a cumulative grade point average of 1.8 as first-semester freshmen will be placed on conditional standing for the subsequent term. Students who fail to achieve a cumulative grade point average of 2.0 for any term after their first-semester freshman term will be placed on conditional standing. Part-time matriculated students will be reviewed for possible conditional standing for every accumulation of 15 credits they complete. Part-time students who fail to achieve a cumulative grade point average of 2.0 for every 15 credits will be placed on conditional standing for their subsequent 15 credits.
2. Matriculated students who fail to achieve a cumulative grade point average of 2.0 after three terms on conditional standing will be subject to our dismissal procedure.
3. Matriculated students who fail to achieve a cumulative grade-point average of 1.0 may be subject to dismissal procedures.

The dismissal procedure includes the opportunity to petition the Admissions, Enrollment and Retention Committee for continuation and requires the student to prepare a petition.

This petition must include official documentation of specific academic work or equivalent experience during the interval between dismissal and readmission.

Once readmitted to the College, the student must achieve a grade point average of 2.0 or better every semester to remain. If a student is dismissed a second time, there is no appeal.

Social Work Curriculum Content Requirements for the Major in Social Work

The major in social work consists of *Foundation Courses*: Sociology 100, 220, 313 and 321; Psychology 100 and 250; and *Required Professional Courses*: SWK 201, 202, 243, 261, 300, 303, 313, 324, 325, 326, 327, 328, 329, 339, 345 and 346.

Social work students, in meeting the mathematics requirement, are required to take Math 102 and Sociology 324 or a higher-level mathematics course which may be taken with the approval of the program's faculty. Students who are not computer literate are required to take CIS 101. To fulfill the 7 credits to meet her scientific knowledge requirement, social work students must take Biology 111 and 112 in their freshman or sophomore year.

Only courses in social work that are cross-listed in sociology are applicable to the college's general education requirements.

The **Capstone Experience** for the Social Work Program will be the required field education (SWK 339, Field Education in SWK 1) in which students apply theoretical knowledge gained

from professional social work courses as well as numerous sociology courses they have completed. This course consists of a 450-hour field education experience at a social service agency during the student's senior year. Students also are required to attend a weekly one-hour class to discuss the development of learning agreements with their respective agency field instructors, administration in social work, and spirituality in social work education.

Concurrent with the field education experience, students are required to take SWK 345, Field Education Seminar I in the fall semester and SWK 346, Field Education Seminar II, in the spring semester. Each of these courses integrates theoretical knowledge students have gained in the classroom with the experiential learning taking place in the field education experience and are part of the capstone experience.

Social Work Courses

- 201 Introduction to Social Work** **4 credits**
The field of social work, its values, methods and settings are studied as well as the organization and role of the social work profession. The course includes an introduction to the generic aspects of social work methods in assisting individuals and groups and the use of community resources; includes on-site observations with social work professionals.
- 261 SPS Understanding and Using A.P.A. Editorial Style for Social Work Majors** **1 credit**
(Concurrent with 201)
- 202 The Social Welfare Institution** **3 credits**
(Cross-listed as Sociology 202)
The social welfare organization as the institutional response to the social problems resulting from changes in society and culture; historical development; philosophical, humanitarian and religious foundations; trends in social welfare, including concern for poverty and the poor; the delivery of social welfare services and their extension to areas of need other than economic.
- 243 Social and Psychological Aspects of Aging** **4 credits**
(Cross-listed as Sociology 243)
An introduction to the field of aging. Four primary areas of inquiry are studied: the biological, psychological, sociological and spiritual aspects of aging; exploration of specific problem areas in gerontology, and the social work response to these issues.
- 245 Introduction to Peace Studies (GI/DC)** **3 credits**
(Cross-listed as Sociology 245)
An overview of the history, philosophy and ideas encompassing the evolving field of peace studies, topics include the causes of war, the nature of power, approaches to building peace, non-violent conflict resolution, community mediation techniques and consensus decision-making.
- 254 Violence in the Family** **3 credits**
Examines violence in the family from a sociological and psychological perspective. The student will develop a knowledge and understanding of the recent research and theory of

various forms of familial violence. The student will gain a familiarity with the forms violence takes in the family as well as an understanding of the past and current societal response to familial violence. The course makes use of lectures, discussion and films.

260 Special Topics

3 credits

Special Topics courses are occasionally offered in subjects of interest to social work majors as well as to students in related human services majors.

300 Community Organizing and Social Planning

3 credits

The course includes strategies for organization and development of local communities to meet human needs and to enhance the social environment. Special emphasis is placed on the role of the community organizer in working with established community structures, identifying and encouraging leadership, and facilitating planned community change.

303 Human Behavior and the Social Environment

3 credits

This course is to build on a strong theory foundation for social work practice with specific content in social, behavioral and biological sciences. A bio-psycho-socio-spiritual-cultural framework for students to view human growth and development through the life span will be examined. The “person-in-environment” focus is approached from an ecological perspective of individual in the context of family, groups and the community. The social systems model will help students focus on the dynamic interplay and reciprocal nature of the person and the environment.

313 Minorities and Human Relations

3 credits

(Cross-listed as Sociology 313)

A comparative study of racial and ethnic contacts with emphasis on such social processes as acculturation, conflict, competition, anticipatory socialization and marginality, nationalistic movements and prejudice.

324 Social Science Statistics

3 credits

(Cross-listed as Sociology 324)

Designed to provide social and behavioral science majors with a fundamental understanding of what statistics are and how and why they are used in social scientific research. The focus is on gaining a working knowledge of “the big picture” associated with being a consumer of empirical research in an information age. In this context, this course emphasizes both theoretical and applied statistical analysis. Students explore the theory-research paradigm connected with all sciences, current issues in social science measurement, the basics of the normal curve, the role of populations, samples and sampling distributions in hypothesis testing, and key descriptive and inferential statistical techniques often used in both popular and social scientific literature.

325 Social Work Research Methods and Design

4 credits

Provides practitioners with the understanding of a scientific, analytical approach to knowledge building. Examines the concepts of theory development, conceptualization and hypothesis formulation across social work practice. The content includes research design, sampling, instrumentation, methods of data collection and analysis as well as descriptive inferential statistics and critical analysis of empirical research. The student will develop an

original research project to be carried out in Social Work 326. Prerequisites: Social Work 201, 202, Mathematics 102, Sociology 324 or Mathematics 110.

326 Evaluating Social Work Research 4 credits

This is the second of two methods courses (Social Work 325 and 326) in applied research. Students will apply the scientific and analytic approaches to building knowledge for practice and evaluation of social work practice. The goal of the course is to provide students with the opportunity to carry out an original research study developed by the students in Social Work 325 that evaluates services delivery in all areas of education. The student will be able to critically evaluate the research findings and learn to use empirical data appropriately in practice. Prerequisite: Social Work 325.

327 Social Work Processes: Individuals, Families, Groups 4 credits

Problem-solving processes relevant to social work practice considered within a social systems frame of reference. Methods common to all fields of social work are stressed, including communication and interpersonal interaction processes, assessment procedures, interventive strategies and the sequential phases of the helping process. Content will examine human diversity, life-span development, and the life model. Applied experience involving videotaping interviewing techniques. Prerequisites: Social Work 201, 202, 300 and 303.

328 Poverty and Income Redistribution 3 credits

An examination of the systems of resource allocation in the United States, the economic foundations upon which these systems are based, their inefficiencies and inequalities, and the means of redistributing resources to eliminate/reduce conditions of poverty. Specific reference will be made to those social welfare programs and policies known as income maintenance including their financing and political development, and their critical analysis through the application of key socioeconomic criteria. Prerequisite: SWK 201 and 202 or permission of instructor.

329 Generalist Social Work Practice 3 credits

This course will examine differential assessment and intervention methods based on transpersonal theory. The person-in-environment is viewed as systemically interrelated. Personal fulfillment is extended through spirituality and self-transcendence and environmental issues are linked to global justice and harmony. Beliefs from various cultural contexts: spiritual, philosophical, social and transpersonal experiences are viewed from micro, mezzo and macro levels of social work practice. Prerequisites: Social Work 201, 202, 300 and 303. This course is designated to be taken concurrently with Social Work 327 and prior to field education.

339 Field Education in Social Work I (Capstone Experience) 9 credits

A required field learning experience applying theoretical knowledge gained in previous courses. Student chooses placement in a cooperating community service agency under professional supervision. Equal attention is given to cognitive and attitudinal aspects of learning to deal with people who have a range of backgrounds and problems. To be taken concurrently with SWK 345. Four hundred and fifty hours in the field required with one-hour weekly seminar on campus. No credit will be given for previous field education or job experience. Taken in the fall and spring semesters of the student's senior year. Prerequisites: SWK 201, 202, 300, 302, 303, 325, 326, 327 and 328.

342 Field Education in Social Work II **1-9 credits**
An elective field learning experience available to students who have completed SWK 339. Students may choose to continue with the same agency used for SWK 339 or choose another agency setting. Prerequisite: SWK 339 and 345.

345 Field Education Seminar I (Capstone Experience) **3 credits**
This course is taken concurrently with SWK 339 and provides the opportunity to integrate and reconcile theoretical concepts learned in foundation and professional social work courses and apply them to the field education experience. The integration of theory and practice is the keynote of this seminar.

346 Field Education Seminar II (Capstone Experience) **3 credits**
An advanced course in social work principles, methods and values, in practice. Emphasis is on the continued development of practice theory. A capstone course in social work practice in which special consideration is given to critical issues in contemporary social work practice. Guest lecturers who are professionals in the field and audiovisual aids will be used to exemplify current social work theory and alternative modes of practice. Prerequisites: All required professional social work courses.

360 Special Topics **1-3 credits**
Special topics courses are occasionally offered in such subjects of interest to social work students.

390 Independent Study **1-3 credits**

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

¹ These 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.

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.

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.

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

³ International 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>

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes 7 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

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

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)].*
- 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.*

STATEMENT OF ADVANCED STANDING Liberal Arts Curriculum

Name: _____ Date: _____
 Major/Interest: _____ ID#: _____

Natural Science: SCI (7-8cr)
 One must be a 4 credit lab-based course

Writing: WRI 1 & 2 (6 cr.)

1. Lab:
- 2.

- 1.
- 2.

Arts: ART (6cr)
 One must be a 3 cr. course (two designations)

Humanities: HUM (6 cr.)
 (two designations)

- 1.
- 2.

- 1.
- 2.

Mathematic & Logic: ML (6cr)
 One must be college level mathematics course

Social Science: SS (6 cr.)
 (two designations)

- 1.
- 2.

- 1.
- 2.

Ethics: ETL (3 cr.)

Global Studies: GS (3 cr.)

- 1.

- 1.

***Courses that have been awarded a course number of XXX-999 are elective credit. These courses are not to be considered the equivalent of any Cedar Crest College course, but could potentially fulfill a major or liberal arts requirement. Please consult your advisor to see if your elective credit course fulfills any Cedar Crest College requirement.**

Reminders:

To complete the LAC, a student must earn a grade of “C” or better in all required coursework taken to meet the LAC requirements.

A student must choose courses from *two different disciplines* to satisfy credit requirements within the categories of Humanities and Social Sciences (e.g. two PSC courses cannot be used to fulfill the Social Sciences requirement).

A student *may not* use courses from the same discipline to satisfy credit requirements across the categories of the Arts, Humanities or Social Sciences (e.g. a student who takes a History course to satisfy a Humanities requirement may not take another History course to satisfy a Social Sciences requirement). A student may, however, use a course from the same discipline to complete the Arts requirement (e.g. a student who takes ART 105 to satisfy an Arts requirement may take ART 106 to fulfill the requirement.) Five disciplines must be represented between Arts, Humanities and Social Sciences.

A student may take a course from the *same discipline* to satisfy credit requirements across the Global Studies category and other categories (e.g. a student who takes a Sociology class to satisfy the Social Sciences requirement may also take a Sociology class for Global Studies).

WRI-2 courses are the only courses that may “double dip” (e.g. a student who takes a WRI-2 in English may also count that course toward the Humanities requirement).

CEDAR CREST COLLEGE SOCIAL WORK MAJOR WORKSHEET

Name: _____

Date: _____

Phone: _____

ID#: _____

SECTION I: Liberal Arts Requirements

Scientific Reasoning:

1. Lab: **BIO 111**
2. **BIO 112**

Arts:

1. Classroom
- 2.

Math & Quantitative Reasoning:

1. MQR: **MATH 102**
2. MQR: **SOC/SWK 324**

Writing:

1. WRI: **ENG 100** or **HONORS 122**
2. WRI2: **SOC/SWK 313**

Illuminating the Human Experience: (6 cr)

1. IHEI: **SOC 100**
2. HE: **ANT 100**

Ethics: **ETHICAL LIFE (3 cr)**

College-wide Requirements that might be embedded in

major: **ALL EMBEDDED WITHIN** TIL**SOCIAL WORK PROGRAM** OP

WV

Themes 21 credits (minimum of 4 disciplines):

-Disciplines are circled (3 credits may be from IHE)

*No more than FOUR credits may be from a student's primary *discipline*

American Studies

Arts & Society

Global Studies

Health & Wellness

Classical & Western Thought

Self-Designed

1. **PSC250 (AM, CWT, IHE)**

6.

2.

7.

3.

8.

4.

9.

5.

10.

SECTION II: Required Social Work Foundation Courses Total Credits: 15

A. Sociology

(IHE, AM) _____ Sociology 100 Introduction to Culture and Society
(3 Credits)

(AM) _____ Sociology 321 The Family as a Social Institution
(3 Credits)

B. Anthropology

(IHE, GS, WV) _____ Anthropology 100 Sociocultural Anthropology
(3 Credits)

C. Psychology

(SD) _____ Psychology 100 General Psychology
(3 Credits)

(HW) _____ Psychology 250 Lifespan Development
(3 Credits)

Section III. Required Professional Social Work Courses: Total Credits: 56

_____ Social Work 201 Introduction to Social Work
(4 Credits) – Fall Semester

_____ SPS 261 Understanding and Using A.P.A. Editorial Style for
Social Work Majors
(1 Credit) – Fall Semester

_____ Social Work/SOC 202 The Social Welfare Institution
(3 Credits) – Spring Semester

_____ Social Work/SOC 243 Social and Psychological Aspects of
Aging
(4 credits) – Fall Semester

_____ Social Work 300 Community Organizing & Social Planning
(3 Credits) – Fall Semester

_____ Social Work 303 Human Behavior and Social Environment
(3 Credits) – Fall Semester

(WRI2, GS) _____ Social Work 313 Minorities and Human Relations
(3 Credits) – Fall Semester

- _____ Social Work/SOC 324 Social Science Statistics
(3 Credits) - Spring Semester. NOTE: SWK/SOC 324 must be taken prior to SWK/SOC 325.
- _____ Social Work/SOC 325 Research methods and Design
(4 Credits) – Fall Semester
- _____ Social Work 326 Evaluating Human Service Organizations
(4 Credits) – Spring Semester
- _____ Social Work 327 Social Work Processes: Individuals, Families and Groups
(4 Credits) – Spring Semester
- _____ Social Work 328 Poverty and Income Redistribution
(3 Credits) – Spring Semester
- _____ Social Work 329 Generalist Social Work Practice
(3 Credits) – Spring Semester
- _____ Social Work 339 Field Education in Social Work I
(9 Credits) – Fall through Spring Semester (Capstone)
- _____ Social Work 345 Field Education Seminar I
(3 Credits) – Fall Semester (Capstone)
- _____ Social Work 346 Field Education Seminar II
(3 Credits) – (Capstone)

Total Number of Credits Completed (Need 120 credits for graduation):

No.: _____	Date: _____	No.: _____	Date: _____
No.: _____	Date: _____	No.: _____	Date: _____
No.: _____	Date: _____	No.: _____	Date: _____
No.: _____	Date: _____	No.: _____	Date: _____

CEDAR CREST COLLEGE
SOCIAL WORK PROGRAM

JUNIOR SELF-ASSESSMENT

Student's Signature

Program Director's Signature

Date Reviewed

Junior Self-Assessment

Your responses on this are a guide in assessing your readiness to move into the senior year in social work. It will be returned with comments and suggestions.

This assessment is presented in four parts: Values, Professional Commitment, Knowledge, and Personal Development Goals.

I. VALUES

1. List your five most important personal values.

a.

b.

c.

d.

e.

2. For each, describe how it will influence your social work practice.

a.

b.

c.

d.

e.

3. Identify the problem issues or populations with which you anticipate having the most difficulty as a social worker? How will you improve your ability to serve them?

a.

b.

c.

II. PROFESSIONAL COMMITMENT

- Yes No 1. Were all your assignments ready on time, including assigned reading, in all social work classes?
- Yes No 2. Did you ask a question or offer a comment in all social work classes?
- Yes No 3. Do you have perfect attendance in all social work classes?
- Yes No 4. Are you ever late to your social work classes?
- Yes No 5. Did you proofread assigned papers before they were handed in?
- Yes No 6. Did you make any other special effort this semester to promote your growth as a professional social worker? If so, what did you do?
-

III. PROGRAM COMPETENCIES – use competencies

Check either Yes or No.

- Yes No 1. Do you know the profession's history?
- Yes No 2. Are you knowledgeable about the value base of the profession, its ethical standard and relevant law?
- Yes No 3. Can you apply critical thinking to inform and communicate judgments?
- Yes No 4. Can you recognize how diversity characterizes and shapes the human experience?
- Yes No 5. Do you understand the forms and mechanisms of oppression and discrimination?
- Yes No 6. Can you use research findings to improve practice, policy and social services delivery?
- Yes No 7. Are you knowledgeable about human behavior across the life course and understand biological, social, cultural, psychological and spiritual development?
- Yes No 8. Can you analyze, formulate and advocate for policies that advance social well-being?
- Yes No 9. Do you recognize that the context of practice is dynamic?
- Yes No 10. Are you able to engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities?

IV. GOALS FOR PERSONAL DEVELOPMENT INVENTORY

This part is designed to stimulate your thinking about your interpersonal relationship skills. It is intended to facilitate your setting your own goals for development.

1. Read through the list of activities and decide which ones you are doing an adequate amount of, which ones you should do more of, and which ones you should do less of and which ones you need to improve. Make a check for each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write these goals on the blank lines.

	OK	Need to Do More	Need to Do Less	Need to Improve
Communication Skills				
1. Initiating talk	_____	_____	_____	_____
2. Being brief and concise	_____	_____	_____	_____
3. Being assertive	_____	_____	_____	_____
4. Drawing others out	_____	_____	_____	_____
5. Listening alertly	_____	_____	_____	_____
6. Thinking before I talk	_____	_____	_____	_____
7. Keeping my remarks on topic	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
Observation Skills				
9. Noting guardedness in others	_____	_____	_____	_____
10. Noting non-verbal communication	_____	_____	_____	_____
11. Noting interest level of individual	_____	_____	_____	_____
12. Sensing feelings of individuals	_____	_____	_____	_____
13. Noting who is being "left out"	_____	_____	_____	_____
14. Noting others' reactions to my Comments	_____	_____	_____	_____
15. Noting when people avoid a topic	_____	_____	_____	_____
16. _____	_____	_____	_____	_____
Problem-Solving Skills				
17. Stating problems or goals	_____	_____	_____	_____
18. Asking for ideas, opinions	_____	_____	_____	_____
19. Giving ideas	_____	_____	_____	_____
20. Evaluating ideas critically	_____	_____	_____	_____
21. Taking action	_____	_____	_____	_____
22. Evaluating actions taken	_____	_____	_____	_____
23. _____	_____	_____	_____	_____

	OK	Need to Do More	Need to Do Less	Need to Improve
Morale-Building Skills				
24. Showing interest	_____	_____	_____	_____
25. Working to keep people from being ignored	_____	_____	_____	_____
26. Harmonizing, helping people reach agreement	_____	_____	_____	_____
27. Reducing tension	_____	_____	_____	_____
28. Upholding rights of individuals	_____	_____	_____	_____
29. Expressing praise or appreciation	_____	_____	_____	_____
30. _____	_____	_____	_____	_____
Emotional Expressiveness				
31. Telling others what I feel	_____	_____	_____	_____
32. Hiding my emotions	_____	_____	_____	_____
33. Disagreeing openly	_____	_____	_____	_____
34. Expressing warm feelings	_____	_____	_____	_____
35. Expressing gratitude	_____	_____	_____	_____
36. Being sarcastic	_____	_____	_____	_____
37. _____	_____	_____	_____	_____
Facing and Accepting Emotional Situations				
38. Facing conflict and anger	_____	_____	_____	_____
39. Facing closeness and affection	_____	_____	_____	_____
40. Withstanding silence	_____	_____	_____	_____
41. Facing disappointment	_____	_____	_____	_____
42. Withstanding tension	_____	_____	_____	_____
43. _____	_____	_____	_____	_____
Social Relations				
44. Competing to outdo others	_____	_____	_____	_____
45. Acting dominant	_____	_____	_____	_____
46. Trusting others	_____	_____	_____	_____

	OK	Need to Do More	Need to Do Less	Need to Improve
47. Being helpful	_____	_____	_____	_____
48. Being protective	_____	_____	_____	_____
49. Calling attention to myself	_____	_____	_____	_____
50. Standing up for myself	_____	_____	_____	_____
51. _____	_____	_____	_____	_____

General

52. Understanding why I do what I do (insight)	_____	_____	_____	_____
53. Encouraging comments on my own behavior (soliciting feedback)	_____	_____	_____	_____
54. Accepting help willingly	_____	_____	_____	_____
55. Being helpful	_____	_____	_____	_____
56. Criticizing myself	_____	_____	_____	_____
57. Waiting patiently	_____	_____	_____	_____
58. Adequate care of self	_____	_____	_____	_____
59. _____	_____	_____	_____	_____
60. _____	_____	_____	_____	_____

Preparedness for Field Education

	Prepared	Not Prepared	Must be addressed prior to the field
61. Relate to others appropriately	_____	_____	_____
62. Maintain appropriate professional relationships	_____	_____	_____
63. Maintain appropriate professional boundaries	_____	_____	_____
64. Perform in a professional manner	_____	_____	_____
65. Maintain professional dress and appearance	_____	_____	_____
66. Able to accept supervision and criticism	_____	_____	_____
67. Demonstrate self-awareness and how one is perceived by others	_____	_____	_____
68. Maintain good judgment with regards to medical or mental health problems including as necessary to seek and complete needed treatment	_____	_____	_____

V. SUMMARY

On the basis of your answers to the questions in sections I, II, III, and IV, summarize your strengths and limitations as you prepare to enter the second half of your junior year.