

**2020-2021**

# **Social Work Student Handbook**

**Chadron State College**



**SOCIAL WORK PROGRAM**  
Department of Counseling, Psychology, and Social Work  
Chadron State College

Revised: October 2020

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## WELCOME!

We are pleased you have chosen to major in Social Work. The Social Work Program at Chadron State College (CSC) offers a comprehensive Social Work major leading to a bachelor's degree in Social Work. The Social Work Program is committed to students acquiring the knowledge, skills, and values that will provide a base for future Social Work practice at the bachelor's level or as preparation for entering a Master in Social Work Program.

The Social Work faculty encourages students to make a commitment to a rural Social Work practice that strives for social justice for diverse populations within the region. In addition, the Social Work Program seeks to foster critical thinking skills as students gain knowledge of human behavior in a social environment and knowledge of Social Work methods of practice with individuals, families, groups, organizations, and communities.

The Social Work professional is rich with a tradition of people working on behalf of and with people who are oppressed, disenfranchised, and poor. From the settlement houses of the early twentieth century to the advocacy organizations of the early twenty-first century, Social Workers give voice to issues of injustice, discrimination, unfairness, and inequality. As you progress through the Social Work courses and into your professional career, you will add your voice to the many that have come before you and the many that will stand with you.

Richard Kenney, MSSW, Social Work Program Director

Bruce Hoem, MSW, Field Director

# STUDENT HANDBOOK

(Any policies and practices appearing in this handbook are superseded by the official Chadron State College Undergraduate Catalog. Chadron State College reserves the right to make changes in policies and practices that may impact students.)

This handbook is a guide for Social Work students interested in, applying for admission to, or enrolled in the Bachelor of Social Work Program at Chadron State College. The Social Work Program makes every attempt to keep current the information in this handbook; however, the Social Work Program retains the right to make changes to this content. When changes are made in program policies or practices, every effort will be made to notify students. Please spend time reviewing the information in this handbook. Please keep this handbook as a source for future reference.

Your Social Work advisor can be helpful in clarifying information contained in this handbook. Your willingness to take initiative in asking for clarification or advice may save you invaluable time and resources.

## Accreditation

Chadron State College is accredited by the North Central Association of Colleges and Schools and the Nebraska State Department of Education. The Baccalaureate Social Work Program has been accredited by the Council on Social Work Education since 1993.

## Equal Opportunity

Chadron State College is an equal opportunity institution. CSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. Inquiries regarding non-discrimination policies and practices may be directed to:

Anne DeMersseman, Title VI, VII, Compliance Coordinator  
Chadron State College  
1000 Main St.  
Chadron, NE 69337

Telephone: 308-432-6224  
Email: [ademersseman@csc.edu](mailto:ademersseman@csc.edu)

Ted Tewahade Title IX Compliance Coordinator  
Chadron State College  
1000 Main St.  
Chadron, NE 69337

Telephone: 308-430-0980  
Email: [titleixcoordinator@csc.edu](mailto:titleixcoordinator@csc.edu)

## **SOCIAL WORK PROGRAM**

The CSC Social Work Program has been accredited by the Council on Social Work Accreditation since 1993. Students who graduate from Chadron State College in Social Work are prepared for Social Work practice in a multicultural context within the region, as well as nationally and globally. The challenges of and capacities for addressing human diversity are integrated throughout the Social Work curriculum. The Social Work curriculum is also designed to encourage the development of knowledge and skills in collaboration, collegiality, and networking. Graduates of CSC Social Work Program are prepared to provide professional leadership within the region.

### **MISSION**

The Bachelor of Arts in Social Work at Chadron State College provides an undergraduate experience that fosters student development of practice behaviors, and competencies including the knowledge, skills, and values in order to function as generalist Social Workers. The acquired competencies prepare social workers who demonstrate practice abilities that enhance the capacities and quality of life for individuals, families, groups, organizations, and communities within the region of western Nebraska, southwest South Dakota, southeast Wyoming, and northeast Colorado.

In order to carry out the Social Work Program mission of Chadron State College, the Social Work faculty strive for excellence in teaching, scholarship, and service. Social Work faculty teach foundation curriculum with a sensitivity to student needs and with an awareness of the requisite practice behaviors and values appropriate to a competent social work practice at a baccalaureate level. To maintain student learning, Social Work faculty use innovative technology, experiential and active learning approaches, and outcome-based learning that individualize curriculum and instruction to the needs of individual learners.

Social Work faculty continually evaluate courses through student process evaluations, course evaluations of teaching and objective attainment, peer reviews of teaching, assessment of written assignments, and tests of student learning and evaluation of student demonstration of competencies through practice behaviors identified by the Council on Social Work Education. Social Work faculty seek to integrate scholarship with student learning through presentations at regional and national conferences, special projects, and community consultation. Social Work faculty provide service to the College, community, and professional associations by serving on local and regional boards and committees and participating in projects with local human service systems.

## OUTCOMES

To carry out the mission of the Social Work Program and Chadron State College, the Social Work Program seeks to prepare Social Work professionals who will, upon completion of the program, be able to:

1. Critically engage, assess and intervene with individuals, families, groups, organizations and communities using multidimensional theories and strategies that enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in recognizing assets and strengths, accomplishing goals, developing resources, and preventing and alleviating distress. Monitor and evaluate interventions efficacy. Apply knowledge of human development across the lifespan and age appropriate prevention interventions.
2. Utilize the skills and knowledge to successfully practice within the context of rural settings with diverse cultures, reflected by, but not limited to age, gender, mission/orientation, sexual preference, racial or ethnic background, disability, marital status, religious orientations, and lifestyle. Communicate the value of diversity in all social institutions. Recognize the impact of societal values that marginalize or grant privilege to individuals and groups on local and global levels.
3. Utilize knowledge of basic human rights, the forms and mechanisms of oppression/social/economic injustice, integrate a value-base that fosters commitment to advocacy, and develop social skills, practice behaviors, and political skills necessary to alleviate oppression/social/economic injustice.
4. Critically analyze and implement social welfare policies, services, and programs through political and organizational processes in order to meet basic human needs and support the development of human capacities. Demonstrate understanding of historical current social policies and services.
5. Work collaboratively within rural human service agencies and human service delivery systems with supervisors and professional colleagues and develop personal/professional/political support systems.
6. Engage in research-informed practice. Utilize the knowledge and skills of research, evaluate professional practice using qualitative and quantitative research methods, use and solicit collegial feedback, and apply existing knowledge to advance Social Work practice.
7. Practice Social Work with an ethical orientation compatible with the Code of Ethics of the National Association of Social Workers and to apply strategies of ethical reasoning, and act professionally and intentionally in situations with ethical dilemmas. Conduct ones' personal life ethically by recognizing and managing personal values in order to allow professional standards of ethical practice to guide practice.
8. Develop an identity as a professional Social Worker and practice Social Work with the highest regard for the strengths/capacities, integrity and value of all beings whether as individuals or in families, groups, organizations and communities. Demonstrate application of the value base of the professional and relevant laws to practice.
9. Apply critical thinking, logic, scientific inquiry, and discernment. Demonstrate creativity and ability to communicate relevant information to others.
10. Enter a graduate program in Social Work with advanced standing.



## **FACULTY**

There are generally two full-time Social Work faculty and, periodically, one - two part-time adjunct faculty. Faculty office hours are posted outside their office doors in Miller Hall. To arrange an appointment, contact faculty listed below.

**Bruce Hoem** is the Social Work Program Field Director. Mr. Hoem has both a Master's in Arts in English and a Master's in Social Work from the University of Southern Mississippi. He is a licensed Nursing Facility Administrator and Certified Medicare Hospice Social Worker. Mr. Hoem can be reached in Room #204, Miller Hall, Chadron, NE or by calling at 308-432-6477.

## **SOCIAL WORK AS A PROFESSION**

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), Social Work is one of the fastest growing careers in the United States. “Overall employment of social workers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services but will vary by specialization. The median annual wage for social workers was \$49,470 in May 2018.”

In every state, Social Workers are either licensed or certified. It is often the case, that when a Social Worker completes licensure in one state, the license will transfer to another state. In most states it is legal to use the title of Social Worker only upon satisfactory completion of an exam or registration. By completing a Bachelor of Arts in Social Work at Chadron State College, students can select from a variety of professional options including continuing with graduate studies.

The choice of a Social Work career provides numerous pathways for professional development. Social Work positions are available within the region, state, nationally, and internationally. Few career choices provide students with the opportunities provided by a career in Social Work.

### **What type of employment might graduates secure?**

You may work in a private church agency or a private nonprofit agency:

- (1) providing home-based services to clients of county social services,
- (2) run support and counseling groups for individuals and families,
- (3) provide family life enrichment programming,
- (4) assist in financial planning and budgeting,
- (5) work in residential facilities with persons with mental retardation and mental illness,
- (6) work with unwed parents, terminating rights, and adoption.

You may work with a community action agency or neighborhood organization:

- (1) providing support for economically challenged people, including food, housing, transportation, and employment,
- (2) helping and advocating for people to secure benefits,
- (3) assisting groups of people with social change strategies.

You may work at a hospital, medical center, or nursing home:

- (1) counseling individuals and families with illness, loss, and grief,
- (2) helping individuals and families to negotiate their return to home or to another facility,
- (3) conducting intake assessments,
- (4) helping with living wills, application for public assistance,
- (5) locating medical equipment.

You may work in a child protection agency:

- (1) identifying abused and neglected children,
- (2) working with families to prevent child abuse and enhance the quality of their familial relationships,
- (3) recruiting, training, and licensing foster parents,
- (4) working with elderly and persons with developmental disabilities, and
- (5) providing counseling and case management for individuals receiving funding.

You may work at a domestic violence or sexual assault agency:

- (1) assisting clients on a “one to-one” basis and in group settings,
- (2) advocating in court on behalf of clients and children,
- (3) seeking housing, orders of protection, and access to legal help,
- (4) fundraising to support facilities,
- (5) working with children and families at visitation centers,
- (6) conducting community assessments and research,
- (7) implementing community education and seeking changes in existing public and organizational policies.

You may work in a school system:

- (1) assisting students and families with individual and interpersonal problems through individual, group, and family counseling,
- (2) collaborate with community agencies in development of student learning plans and behavioral treatment planning,
- (3) link children and families with other services and medical care,
- (4) teach interpersonal skills, drug and alcohol courses, good-bad touch, and other self-esteem and personal growth curriculum,
- (5) addressing issues of multiculturalism and diversity.

You may work in a senior citizen program or housing authority agency:

- (1) assisting elderly people to stay in their own homes and helping them access needed services to remain.
- (2) advocating on behalf of elderly, particularly with medical systems, insurance systems, and insurance and home construction salespeople,
- (3) financial assistance and planning,
- (4) guardian on behalf of elderly who no longer can adequately represent themselves.

You may work with a community fund:

- (1) assisting committees in planning for services,
- (2) aiding with community surveys of needs,
- (3) helping develop fund-raising strategies,
- (4) consulting with community agencies on programming and funding issues.

You may work with union-organizing, political party campaigns, and national advocacy groups:

- (1) researching and evaluating public policy materials,
- (2) preparing public policy reports,
- (3) developing strategies for marketing of select points of view,
- (4) building coalitions, negotiating agreements, solidifying contracts,
- (5) lobbying elected officials,
- (6) fund raising.

You may work for State Departments of Health and Human Services or for the Federal Government:

- (1) writing legislation addressing the needs of children, the elderly, the economically challenged, people who are homeless or displaced, the unemployed, the disabled, those with serious and persistent mental illness, as well as others.
- (2) developing and implementing licensing policies for foster homes, county social workers, mental health facilities, nursing homes, etc.,
- (3) organizing area and regional planning for health care, mental health care, and regional services for various at-risk populations.

You may work with organizations sponsored by the United Nations:

- (1) establishing refugee programs and camps,
- (2) developing and encouraging support for children's rights,
- (3) advocating for women around the world, and/or
- (4) developing food programs.

These are not meant to be exhaustive of the possibilities. In Social Work there are positions to fit the needs of the individuals and opportunities to advance professionally.

## **ADMISSION TO THE PRE-PROFESSIONAL SOCIAL WORK PROGRAM**

Except for some transfer students, beginning students who wish to major in Social Work are given the status of a *Pre-Professional Social Work* major. The Pre-Professional Social Work major is determined by the student indicating an area of interest when first enrolling in college. The student declares his/her major as Social Work and allows the CSC START Team to assign a Social Work faculty advisor. The Social Work faculty advisor then can meet with the student to answer questions about Social Work and to advise the student on course sequencing. Pre-Professional Social Work majors are encouraged to meet regularly with Social Work advisors. Pre-Professional Social Work majors are eligible to join the Social Work Club and to attend Social Work Program special events.

## **ADMISSION TO THE PROFESSIONAL SOCIAL WORK PROGRAM**

Students make application to the Professional Social Work Program during the fall semester of the junior year. Applications to the Professional Social Work Program are available online, in this handbook, or by writing to the Social Work Program Faculty, Chadron State College, Miller Hall, Chadron, NE, (69337) or by calling: 308-432-6477.

### **Admission – Application to Professional Social Work Program**

Admission to the Chadron State College Professional Social Work Program is based on the following criteria:

1. Junior standing
2. Cumulative grade point average of 2.50 and a 2.175 GPA in pre-requisite Social Work courses.
3. Completion of an Application to the Professional Social Work Program by deadlines published during the fall semester. An Application to the Professional Social Work Program includes: the application form, three letters of reference, written responses to questions identified on the application form, a personal statement, and a current resume.
4. Completion of the following required courses: BIOL 121/121L; ECON 130; PSYC 131, 240; SW 231, 251, 252, 271, and LS 236.
5. Documentation of 40 hours of volunteer experience in a social service setting must be completed by the beginning of the fall semester of the senior year.
6. Completed interview with Social Work faculty and the Social Work Program Advisory Committee.
7. Signed statement of acknowledgment of student's willingness to abide by the NASW Code of Ethics.

After discussion with his/her advisor, a student who does not meet the admission's requirements to the Social Work Program may petition the Social Work Program Advisory Committee for special consideration.

**In accordance with the educational standards of the Council on Social Work Education, the Chadron State College Social Work Program does not grant academic credit for life experience for any Social Work course requirement.**

### **Background Checks and Felony Convictions**

Once accepted into the Professional Social Work program, students who apply to enter the Social Work Field Program are asked to complete a criminal background check conducted by an approved background investigation service. The background check will include states and counties of prior residence and will be completed at the expense of the student.

A student with a felony conviction(s), including but not limited to the use of weapons or abuse of vulnerable individuals, may not be able to complete SW 464, Social Work Field Practicum, depending upon the Program's ability to find a field placement site. If a student completes the Social Work Professional Program, he/she may not be able to secure a license to practice Professional Social Work, depending upon a given state's Social Work licensing board's standards, or depending upon a given agency's hiring standards. Students with questions about prior convictions should schedule a meeting with the Social Work Program Director and Field Director to discuss circumstances and options available.

### **Review and Action on Applications to Professional Social Work Program**

Applications for admission to the Professional Social Work Program are reviewed by the Social Work Program Advisory Committee. Students also interview with the Social Work Program Advisory Committee. Action on admission request may include admission, conditional admission, or denial of admission. Students are notified of the decision of the Social Work Program Advisory Committee by an official letter from the Director of the Social Work Program. Students who are not accepted may appeal the decision by initiating the appeal process as outlined in the *Social Work Program Student Handbook*.

### **Transfer Students**

Students transferring into Chadron State College may, upon completion of pre-requisite Social Work courses or upon enrollment in pre-requisite Social Work courses, apply for admission to the Professional Social Work Program. Before a student can be admitted to the Professional Social Work Program, the application process must be completed.

In situations where students are applying to the Professional Social Work Program while finishing pre-requisite courses, students may be permitted to enroll in Professional Social Work courses on a conditional basis with permission of the Director of the Social Work Program.

Students wanting to transfer credits from another institution must submit an official transcript to Chadron State College for evaluation. Unless an articulation agreement related to Social Work courses exists between Chadron State College and the institution, students must submit syllabi from prior Social Work courses to the Director of the Social Work Program. For Social Work Program courses, the final decision concerning content and acceptability of transferred courses rests with the Director of the Social Work Program.

## Admission to Professional Program

### Required Pre-requisite Extra-Departmental

**Human Biology:** Students are required by the Council on Social Work Education to complete a two hour/credit course, BIOL 121; Human Biology. The course does have a one hour/credit Human Biology Lab; BIOL 121L. Requirements of Chadron State College do include a science course with a lab.

**Statistics for Psychology:** Graduating Social Work students are required by the Council on Social Work education to be able to conduct research with supervision and to evaluate their own practice. Understanding of statistics is essential for students entering the advanced Professional Social Work Program and enrolling in Statistics for Psychology which also addresses social work methodologies. Students are required to take PSYC 240: Statistics for Psychology, a three hour/credit course. Other statistics courses taken outside Chadron State College may meet the pre-requisite requirements of the Social Work Program but will require submission of a syllabus to the Social Work Program Director for verification that the course covers basic statistics.

**Family Law:** A base of understanding of societal and environmental influences on human behavior can be gained by taking the LS 236; Family Law.

**Survey of Economics:** The study of economics provides a basis for understanding the role function and ideology of the market system in the United States. It provides theoretical perspectives and knowledge of global economies. Students are required take ECON 130: Survey of Economics.

**General Psychology:** Students are required to take PSYC 131, General Psychology, as a base of understanding of the personality and the processes of human perception and development.

### Required Pre-requisite Social Work Courses prior to admission to the Professional Program;

#### **SW 231 Professional Social Work (3 credits):**

Surveys the Social Work profession, including but not limited to Social Work leaders of the present and past, Social Work theories, beliefs, values, and ethics, Social Work fields of practice, methods, special populations, and human diversity in a rural area. Introduces systems theory, person-in-environment and U.S. political spectrum. Discusses the Social Work Code of Ethics. Students engage in personal values clarification relative to this code.

#### **SW 251 Human Behavior in the Social Environment I (3 credits):**

Examines theories of human development from prenatal to old age using a multidimensional, multicultural perspective that includes bio-physical, psychological, social, economic, and spiritual. Students apply developmental knowledge to understand person and environment and demonstrate introductory level practice behaviors in observation and interviewing.

#### **SW 252 Human Behavior in the Social Environment II - Organizations & Communities (3 credits):**

Examines theories and perspectives on human behavior in organizations and communities, including political-economic motivations, expectation sets, joining behaviors in the rural

context. Competencies for dealing with power differentials, negotiation and coalition building are addressed. Issues associated with race/ethnicity, minority status, disabilities, and economic status involving vulnerable populations or at-risk population are emphasized. Students apply developmental knowledge and multidimensional perspectives through self-reflection, observations, interviews, and written analyses. Pre-requisite SW 251.

***SW 271 Social Welfare History and Service Delivery Systems (3 credits):***

Examines the developmental history of social welfare with a focus on political, social, cultural ideologies and systems during periods in European and American history. Explores the context for the development of social programs and the treatment of various out-groups, including persons considered poor, developmentally disabled, mentally retarded, ethnic and racial minorities, women, disabled, children, gay men and lesbian women, and religious minorities within the international community. Students analyze policy implementation of local social service delivery systems using a descriptive model of policy analysis. Pre-requisite: SW 231, 251, 252.

**Recommended Pre-requisite Social Work Courses prior to admission to the Professional Program;**

There are several courses that are recommended for Social Work students. Some of these courses are included in the requirements at Chadron State College. Other courses are recommended for students entering a Social Work Program.

***Diversity Courses:*** The Social Work Program recommends that students complete at least two additional diversity courses outside the Social Work Program. Students are encouraged to take courses to enhance understanding of Native Americans and Latino people and cultures. Your Social Work Advisor can assist students in selecting diversity courses that address regional practice issues and support student career goals.

***Essential Studies:*** The Social Work Program has identified specific Essential Study courses that provide a general knowledge base and concepts fundamental to understanding for Social Work courses. These include Survey of Economics, Human Biology and Lab, and General Psychology.



## **SOCIAL WORK COMPREHENSIVE MAJOR**

A student must complete the following program in addition to the Essential Studies requirements in order to be eligible to graduate with a Bachelor Degree in Social Work. For Essential Studies requirements please check the appropriate Chadron State Course Catalog for the year you entered Chadron State College. Before registering for Social Work courses, students must check on pre-requisites and co-requisites for courses. Students are encouraged to work with a Social Work Advisor to design a plan of study that will expedite progress towards graduation and avoid unnecessary course scheduling complications.

### **Social Work Professional Program Required Courses; (55 credits) plus (6 credits of specific essential studies)**

#### ***Pre-Social Work Program– Extra Departmental Courses(9 credits + 6 credits of essential studies);***

Human Biology (3-credit essential studies requirement)

Statistics for Psychology (3 credits)

Family Law (3 credits)

Introduction to Psychology (3 credits)

Survey of Economics (3 credit essential studies requirement)

#### ***Pre-Social Work Program –Social Work Courses (12 credits);***

SW 231 Professional Social Work (3 credits)

SW 251 Human Behavior and the Social Environment I (3 credits)

SW 252 Human Behavior and the Social Environment II: Organizations & Communities (3 credits)

SW 271 Social Welfare History and Delivery Systems (3 credits)

#### ***Admitted to Professional Social Work Program Social Work Courses (36 credits);***

SW 330 Diversity in the Rural Environment (4 credits)

SW 332 Services to Elderly & Differently Abled (2 credits)

SW 343 Research Methods (3 credits)

SW 343L Research Methods Lab (1 credit)

SW 431 Generalist Methods Lab (1 credit)

SW 432 Methods I: Individuals & Families (3 credits)

SW 433 Methods II: Therapeutic and Task Groups (3 credits)

SW 434 Policy Analysis and Implementation (3 credits)

SW 435 Methods III: Organizations and Communities (3 credits)

SW 459 Pre-Field and Orientation (1 credit)

SW 463 SW Professional Seminar (2 credits)

SW 464 SW Field Practicum (up to 10 credits)

#### **Recommended Social Work Elective Courses;**

(Depending upon students' future practice interests, Social Work students are encouraged to consider one or more of the following Social Work electives in course planning.)

SW 331 Services to Children & Families (3 credits)

SW 338 Cross Cultural Practice Skills (3 credits)

SW 339 Alcohol & Substance Abuse (3 credits)

SW 340 Social Work and Mental Health (3 credits)

SW 430 Topics in Social Work (1-3 credits)

SW 436 Forensic Social Work (3 credits)

Periodically, Social Work faculty, if available, offer special topics courses in Social Work during the academic year and during summer sessions under SW 430 Topics in Social Work.

American Sub-cultures  
Children & Family Services  
Creating Non-Profit Organizations  
Grant Writing  
Managing a Changing Organization  
Medical Social Work  
Organizations Social Work: Advocacy  
Religion and Spirituality  
Social Work: Advocacy  
Social Work & Mental Health  
Social Work: Supervision Managing a Changing Organization Creating Non-Profit  
Special Topics in Social Work

Students who plan to practice Social Work in the Nebraska Panhandle service area are encouraged to take Spanish and Lakota culture and language courses.

Students should consult with their advisors regarding the scheduling of courses with reference to the four-year course rotation of the College. Classes are not all offered each semester. A course may be only offered in the spring semester each year, or in the fall only, or on alternate years.

**Advising Template**  
**Bachelor of Art in Social Work**  
**Year 2020-2021**

Code: SLO = Student Learning Outcomes (Essential Studies)

**Year 1**

Fall Semester			Spring Semester			Summer Semester		
SW 231	Professional Social Work	3	SW 251	HBSE I	3			
SLO 2	English Composition	3	PSYC 131	General Psyc.	3			
SLO 7	Human Condition	3	SLO 4	Math	3			
SLO 1	First Year Inquiry	6	SLO 3	Communication	3			
				Elective	3			
<b>Total Hours</b>		15	<b>Total Hours</b>		15	<b>Total Hours</b>		0

**Year 2**

Fall Semester			Spring Semester			Summer Semester		
SW 252	HBSE II	3	SW 331	Ch. And Fam./ Elective	3	Elective		3
LS 236	Family Law	3	SLO 5	Creative Arts	3			
SLO 10	Survey Econ - ECON 130	3	SLO 9	Civic Involvement	3			
SLO 8	Social Science	3	SLO 11	Health Issues	3			
SLO 6	Human Biology 121	2	Electives		6			
SLO 6	Human Biology 121 Lab	1						
Elective		3						
<b>Total Hours</b>		18	<b>Total Hours</b>		18	<b>Total Hours</b>		3

**Year 3**

Fall Semester			Spring Semester			Summer Semester		
SW 271	Soc. Welfare/Serv. Deliver	3	SW 330	Diversity/Rural Env.	4			
PSYC 240	Statistics for Psychology	3	SW 343	Research Methods	3			
SLO 12	Capstone (469 courses)	3	SW 343L	Research Lab (online)	1			
Electives		6	SW 431	Gen. Methods Lab	1			
			SW 432	Methods I: Ind./Fam.	3			
	Apply to Prof. SW Program							
<b>Total Hours</b>		15	<b>Total Hours</b>		12	<b>Total Hours</b>		0

**Year 4**

Fall Semester			Spring Semester			Summer Semester		
SW 332	Serv./Elderly/Diff-Abled	2	SW 463	Professional Seminar	2			
SW 433	Meth. II: Ther./Task Grps.	3	SW 464	Field Practicum	10			
SW 434	Policy Analysis/Advocacy	3						
SW 435	Meth. III: Comm./Org.	3						
SW 459	Pre-Field/Orientation	1						
<b>Total Hours</b>		12	<b>Total Hours</b>		12	<b>Total Hours</b>		0

As of 10/20/20	Subject to change							
							<b>Degree Program Total</b>	120

Based on this template, students will take 18 credit hours in electives.

## PROFESSIONAL SOCIAL WORK COURSES

After students are accepted into the Social Work Program, they are eligible to enroll in Social Work methods courses. The Social Work courses are structured with regard to sequencing and content in order to achieve the objectives of the Social Work Program. The Social Work Program begins with a base of knowledge in liberal arts and the introductory Social Work courses and progresses to developing a base of knowledge, skills, and values unique to Social Work practice. **The Social Work courses are offered in a developmental sequence with specific courses requiring the knowledge and skills of other Social Work courses as co-requisites and/or pre-requisites. Students are strongly requested to work with a Social Work advisor in course planning in order to avoid delays in taking courses or in graduating.**

The Professional Social Work curriculum includes 36 credit hours of Social Work courses once a student is accepted into the Social Work Program.

### **Descriptions of Professional Program Social Work Courses;**

#### ***SW 330 Diversity in the Rural Environment – 4 credits***

Examines practice competencies needed for generalist social work practice in the context of the rural setting. Social issues (poverty, isolation, transportation, and housing) and theories related to the life experience of African Americans, Native Americans, Asian Americans, and Hispanic Americans. Explores cultures and heritages of these groups along with other social groups such as women and sexual minorities in the rural context. Discusses factors of service provision with emphasis on capacity building in rural communities and issues of accommodation, acculturation, and assimilation.

#### ***SW 332 Services to Elderly and Differently-Abled – 2 credits***

Practice behaviors and competencies of generalist social work practice with the geriatric population are addressed. Needs of the elderly and the physically and mentally differently abled are explored. Intervention and advocacy on behalf of these vulnerable populations is emphasized. Current services and alternatives will be considered. Rural context, myths and values will be discussed along with specific treatment modalities. Professional Social Work program course. Co-requisite: SW 435

#### ***SW 343 Research Methods – 3 credits***

Introduces qualitative and quantitative world views, basic research methods, including developing single subject, survey, and grounded theory research designs to evaluate practice. Students develop competencies with critiques of research articles and application of existing Social Work knowledge and empirical research to design multi-level interventions and evaluation methods with individuals, families, groups, communities, and organizations. Students will demonstrate beginning generalist competency through individual and group projects. Professional Social Work Program course. Pre-requisite: PSYC 242 or MATH 232; SW 231, 251, 252, 271; Co-requisite: SW 343L.

#### ***SW 343L Research Methods Lab – 1 credit***

Students apply knowledge of SPSS and Qualitative software involving data entry and data analysis on data generated from group projects developed in SW 343 Social Work Research Methods. Students complete developmental assignments on use of SPSS and qualitative analysis. Professional Social Work Program course. Co-requisite: SW 343.

**SW 431 Generalist Methods Lab – 1 credit**

Students acquire knowledge and practice behavior skill in professional use of self in various interpersonal situations, including professional interviewing, therapeutic relationships, and personal assertiveness. Students record role plays with peer evaluations, individually complete programmed learning exercises to demonstrate engagement, assessment, intervention planning with clients and evaluation of practice. Professional Social Work Program course. Co-requisite: SW 432.

**SW 432 Methods I: Individuals and Families – 3 credits**

Examines Social Work interventions with individuals and families based upon Social Work research and theory, particularly resilience and the strength's perspective. Examines approaches to assessment, planning, implementation, and evaluation. Specific emphasis is given to Social Work practice behaviors and considerations of diversity when working with individuals and families. Professional Social Work Program course. Co-requisite: SW 431.

**SW 433 Methods II: Therapeutic and Task Groups – 3 credits**

Examines a broad range of groups, with emphasis on group theory, the nature and uses of therapeutic and task groups, including group development, dynamics, facilitation skills, group assessments and outcome evaluation. Students demonstrate competencies, practice behaviors, and application of critical thinking, Social Work ethics in simulations and role plays with emphasis on assessment, design, and interventions with multi-cultural individuals, families, organizations and communities. Professional Social Work Program course.

**SW 434 Policy Analysis and Advocacy – 3 credits**

Examines theories on the development of public social welfare policy in the United States and explores the mechanisms and methods that sustain discrimination and oppression within policy processes. Competencies for advocacy including power differentials, negotiation and coalition building are addressed. Examines historical, content, process, political-economic, comparative, and constructivist models of policy analysis and applies these models to national and global social welfare issues for at-risk populations. Students demonstrate competencies through a policy analysis of a national policy with relevance to the local rural context, recommend proposed changes, and identify strategies for changing social welfare policies and practices. Professional Social Work Program course. Co-requisite: SW 433.

**SW 435 Methods III: Communities and Organizations – 3 credits**

Explores strategies and tactics for organizational and community change using a strength's perspective with attention to changing barriers to out-group participation in society and with attention to building systems responsive to the physical, psychological, social and economic needs of minority populations. Students demonstrate competency in organizational and community assessments, identify change targets, and propose strategies and tactics for creating change. Students participate in a significant community level project. Professional Social Work Program course. Co-requisite: SW 434.

**SW 459 Pre-Field & Orientation– 1 credit**

Examines ethical dilemmas and ethical decision making, Social Work Code of Ethics, professional behavior, organizational entry, use of supervision, and field instruction policies and procedures. Field instructors and students complete written learning contracts with identified goals that will permit measurement of student attainment of practice behaviors and competencies applied in agency settings when in SW 464 Practicum. Professional Social Work Program course.

**SW 463 Professional Seminar – 2 credits**

Explores ethical issues and dilemmas and skills in collegial support and feedback through mutual problem-solving. Examines lifelong learning, job seeking, job interviewing, professional networking, state certification, state licensure and Social Work licensing boards, NASW membership, professional memberships, and graduate MSW applications. Students report progress on achievement of learning tasks and demonstrate use of empirical knowledge to guide practice-based assessments and interventions. Professional Social Work Program course. Co-requisite: SW 464.

**SW 464 Practicum – 5 to 10 credits, repeatable up to a grand total of 10 credits.**

Provides a structured educational experience in an approved social service agency with an approved field instructor based upon a written learning contract. Students complete a variety of learning tasks that demonstrate practice behaviors and competencies of a beginning generalist Social Work Professional. Students should enroll for 10 credit hours and expect to work 34-36 hours per week for the semester for a minimum total of 450 hours. In special situations and with the approval of the Field Director, a student may register for 5 credit hours in each of two consecutive spring semesters. Professional Social Work Program course. Co-requisite: SW 463.

## **Social Work Field Instruction**

Once you have completed your pre-requisite courses, including essential studies courses and the Social Work courses, you are prepared to apply for field instruction. The application process generally takes place during the fall semester of your senior year.

Field instruction is an integral part of the Social Work Program. It provides an opportunity for students to integrate knowledge, skills, and values learned in prior coursework. It provides an opportunity for students to put into practice those skills developed in practice and methods courses, apply the knowledge and values of the profession, and integrate empirical research to guide their practice. The practicum requires 450 hours of practice in an approved human service agency setting. There are two components of Field instruction: Field Practicum and Professional Seminar, which are to be taken concurrently. SW 464 serves as the capstone course for integration of the learning outcomes identified in all previous Social Work courses in the Bachelor's in Social Work Program. The Field Instruction Program at Chadron State College is based primarily on a full-time block placement of no less than 34-36 hours per week in an agency setting. However, under special circumstances, it is possible with permission of the Social Work Program to complete Field Practicum and Professional Seminar over the course of two semesters.

# SOCIAL WORK STUDENT DATA

## Obtaining an NUID and Password

1. To Apply to CSC, go to [www.csc.edu](http://www.csc.edu)
  - a. Click “Apply to CSC”
  - b. Select the appropriate type of application from the menu.
  - c. Follow the instruction on the page.
  
2. NUID and Password
  - a. The first step in the application process for a student new to CSC is to create an NUID and Password
  - b. NUID = 8-digit Student ID number (assigned to student for life) that may not be re-set
  - c. Password = selected by the student, following the directions displayed
  - d. Make sure to REMEMBER this information and keep it safe

## MyCSC

Every student applicant is provided access to MyCSC. MyCSC is the main student service connection between CSC and students beginning with admissions through graduation. Use the NUID and password to access MyCSC.

### How to Login to MyCSC

Go to [www.csc.edu](http://www.csc.edu). Under the “Current Student” tab click on MyCSC.

Enter your NUID and Password.

On the following page, click “Student Dashboard”.

This will display the student’s “To Do” list, Enrollment, Academics, Financial Aid, and Student Account.

It is **important** that students check their MyCSC accounts regularly as official communications from Chadron State College will be distributed through electronic means.

## TrueYou

To re-set a student password, follow the instructions in this tutorial:

<http://www.csc.edu/nesis/student/tutorials/MyCSCLogin/>

## Bulletin Boards

There is a Social Work bulletin Board outside the Social Work faculty offices in Miller Hall. This bulletin board provides information of interest, including field information and deadline dates, job openings, scholarships, graduate programs in Social Work, and class scheduling. There is also a board for the Counseling, Psychology and Social Work Department on the second floor, east end, of Miller Hall. Social Work posts information and displays for special events such as Social Work Month and NASW-NE events.

## Computer Help Desk

### General Information

The Information Technology Help Desk is the bridge between end-users and the computer support staff.

The Help Desk is the primary contact for all computing and network issues encountered by faculty, staff and students at Chadron State College.

Network and email account information and passwords are obtained at the Help Desk.

All calls to report problems or requests for support are channeled through the Help Desk



for evaluation.

Information provided by the caller determines the category and priority of the request. If the request cannot be resolved immediately, that information is routed to an appropriate computer technician.

### **Contacting the HELP DESK**

#### Hours:

The Information Technology Help Desk operates from 7:30 AM until 4:30 PM Monday through Friday.

#### By phone:

The phone number is (308) 432-6311 from off campus or 6311 on campus.

#### By electronic mail:

The email address is [helpdesk@csc.edu](mailto:helpdesk@csc.edu)

#### By mail:

Information Technology, Chadron State College, 1000 Main, Chadron, NE 69337

### **Reta King Library**

The library has a variety of Social Work journals and texts. The reference librarians in the library can be helpful in accessing Social Work information. In many situations, students will wish to request inter-library loans or to request copies of materials from libraries outside of the Nebraska system. Class materials, placed on reserve, are available at the library desk and can be checked out for two hours. The Library also offers instruction in data access and research literacy. This educational module may be presented within specific courses or as an independent 1 credit hour course. Computer literacy is an integrated part of course requirements for Social Work Majors.

Chadron State College maintains a collaborative relationship with a number of providers of electronic periodicals. Students can access these search engines and data bases through the Reta King Library webpage.

OFF-CAMPUS LIBRARY LINK INSTRUCTIONS: <http://www.csc.edu/library/offcampus.htm>

LIBRARY LINK: <http://www.csc.edu/library/>

### **Student Files**

Student files are the property of the College. Students may examine their files at any time, but cannot remove the file or its contents from the Social Work office. Student files are considered confidential information; therefore no information contained in this file will be released to any person other than yourself, unless you sign a release of information or unless this confidentiality is superseded by State or Federal law.

### **Updating Addresses, Phone Numbers, and E-mails**

Please keep the Social Work Program informed of any changes in your name, address, telephone number, or email. You will also need to notify the Registrar, Office of Financial Aid, and if you are a work study student, Student Payroll. You can update your information through the MyCSC, Online Course Login, Student information page.

## **Faculty Advising**

Social Work Program faculty post office hours on the door of their offices. Generally, faculty is available for advising at a minimum of one hour per day. Although these are considered office times, Social Work faculty may be available at other times. You are encouraged to contact the Social Work faculty by phone, in person, or by email to arrange an appointment time.

Students are encouraged to meet with their advisors for a minimum of two times a semester. These meetings differ as students develop relationships with advisors and as they advance through the program. Faculty is available to work with students in order to assess student status regarding courses and credit hours and to plan the sequencing of courses in order to fulfill the College and Social Work requirements for graduation.

*Students should contact their advisors when:*

- Newly on campus: student profile, course planning, discussion of college life.
- Revisions to course planning due to accessibility of courses, course conflicts, availability of courses.
- Transfer student: check out transfer credits and course planning
- To discuss assignments and career options
- To complete petitions, waiver forms, etc.
- To complete and discuss Application for Professional Social Work Program
- To complete and discuss Application for Field Practicum
- Graduating: discussing job opportunities and letters of reference
- Discuss graduate programs and interest
- Discuss issues with classes and personal performance

***Your Social Work advisor is a significant resource to you throughout your college career and afterwards. Your Social Work advisor can assist you with one or more of the following:***

- Advocate for you in admission decisions into the Social Work Program and the Field Program.
- Provide you with letters of reference and recommendations, provided you have developed a relationship where your advisor has been given the opportunity to know you.
- Provide guidance in helping you focus assignments that will add to your knowledge and experience towards your personal and professional goals.
- Direct you to resources on campus.
- Provide support and encouragement as you pursue your personal and professional goals.

# **SOCIAL WORK STUDENT RIGHTS AND RESPONSIBILITIES, SOCIAL WORK PROGRAM ADVISORY, TERMINATIONS, & VIOLATIONS OF SOCIAL WORK CODE OF ETHICS**

## **Student Rights and Responsibilities**

The Social Work Program and faculty support students in taking responsible actions that include:

- Academic conduct that reflects the highest level of honesty and integrity.
- Actions which are civil, courteous and respectful of all members of the campus community, their property, and the property of the College.
- Social behavior that encourages responsibility, and discourages the unlawful use of alcohol, illicit drugs, and weapons.
- Group behavior that promotes mutual respect, equality and safety of its members, and opposes those acts that harass, intimidate or haze its members.

## **The Right of Access to the Social Work Program**

Students should discover the Social Work Program open to all persons who are qualified according to the Program's admissions standards unless resource limitations result in caps on numbers of applicants who can be accepted into the Program.

## **Rights in the Classroom**

- Students should be free to learn in Social Work courses and in a classroom that is a safe place for students to freely express ideas and diverse opinions. Social Work instructors should encourage student expression.
- Students should receive a final course syllabus by the end of their first full week of classes and student should expect this syllabus to remain without substantial changes unless agreement with the students in the class is reached. The syllabus should identify the intent of the course, the required readings and assignments, the learning outcomes, the due dates, examination schedules, and criteria used in assigning grades.
- Students should be free to express disagreement with ideas and opinions expressed within the classroom but should be willing to explore the reasoning and empirical information that maybe a base for beliefs and opinions.
- Students should be free to express their ideas and opinions regarding the readings and assignments in a course but should be willing to meet the standards of academic performance established for a class.
- Students should be provided with information on materials that are to be covered on midterm and final exams. Students have a right to inspect and discuss their exams and papers with faculty.
- Students should have an instructor present at scheduled class times, unless there is a need to cancel classes. When cancellations occur, students have a right to be notified in advance.
- Students should be able to find an instructor in their office during a minimum of five weekly office hours. If this is not possible students should be able to expect that a faculty person will make reasonable accommodations to meet with a student during non-posted hours that are convenient to the student and the instructor.
- Students should receive course grades which represent the instructor's good-faith judgments of performance in the course.
- Faculty should not discriminate against students because of personal prejudices or

stereotypes.

- Students should expect Social Work faculty to provide them with the procedures for grieving decisions or judgments affecting them and which they believe are inequitable, unfair, or unjust.

### **Right to Freedom from Sexual Harassment**

Students have the right to expect freedom from sexual harassment, discrimination, or prejudice.

### **Right to Privacy and to Inspect Public Records**

- Students have the right to protection against improper disclosure of personal information.
- Students have the right to inspect their records kept on file within the Social Work Program.

### **Right to Freedom of Association, Expression, and Advocacy**

- Students should be free to organize, join associations, and promote their common interests. Students shall be free to discuss openly all questions of interest to them and to express their opinions publicly or privately. Students are free to affiliate and organize for educational, political, social, religious, or cultural purposes.
- In addition to voicing their positions on issues, members of student organizations should respect the rights of individuals who do not desire to affiliate or sympathize with those positions.
- Students should be permitted the fullest expression of beliefs through means which are orderly and do not violate the rights of others.

### **Right to Contribute to College Governance and Curriculum**

- Students have the right to a voice in the making of policies and procedures within the Social Work Program that affect their social or academic affairs through participation on Social Work Program Advisory Committee.
- Students have the right to participate in objective evaluation of course outcomes, revision and improvement of curriculum.

### **Right to Accommodation for Individuals Who Are Differently Able**

Students have the right to live and study in an academic environment that is highly respectful of the needs of individuals who are differently abled and are strongly committed to accommodating to those needs, as feasible.

### **Student Responsibilities**

- Students are responsible for achieving high academic standards and grades in Social Work.
- Students are responsible for meeting with Social Work faculty advisors in order to identify courses of study that meet all requirements and requisites of the Social Work Program and CSC.
- Students are responsible for understanding College policies and procedures involved in registering for courses or declaring major and minors.
- Students are responsible for developing and demonstrating competencies in all knowledge, skill, and values of a beginning generalist Social Worker.
- Students are responsible for the timely completion of all related paperwork including but not limited to courses, applications, and graduation.

- Students are responsible for creating a balance in time and effort between family, work, and academics.
- Students are expected to adhere to and conduct themselves in accordance with the Code of Ethics of the National Association of Social Workers.

(Adapted from Student Rights and Responsibilities. Student Judicial Affairs, California State University, Chico, 400 West First Street, Chico, CA 95929-0125 @ <http://www.csuchico.edu/sjd/discipline/studentRights.html#StatementSRB>)

### **Advisory Processes**

Students accepted into the Professional Social Work Program are expected to adhere to the Social Work Code of Ethics and the CSC Codes of Student Conduct. The Social Work Program seeks to advance to graduation every student who applies and is accepted into the Professional Social Work Program. The Social Work faculty seeks to achieve this goal through:

1. *Developing professional working relationships* with students by advisement conferences and informal conversations.
2. *Addressing classroom performance issues* directly with students, including developing remedial plans for improving performance, using the CSC early warning system, and contracting with Social Work advisors.
3. *Sharing information with academic advisors* that relate to student performance in classrooms and relate to other contacts with students.
4. *Referring students to CSC support services* to address remedial issues, writing, financial support, counseling, and housing when it seems appropriate.

Generally, the Social Work Program evaluates the “*goodness of fit*” between the student, the Social Work Profession, and the CSC Social Work Program as a student progresses toward graduation and at specific periods/events during the student’s involvement in the Professional Program. These periods include:

1. When students apply to the Social Work Program.
2. Student performance in Individual Classes.
3. When students apply to the Field Program.
4. When students are in the Field experience.

At times, during a student’s experience in the Social Work Program, a concern may exist with a faculty person regarding some aspect of student performance, attitudes, or values. In addition, a concern may exist with a student or students that a faculty person has violated the Social Work Code of Ethics. It is expected that the party with the concern will have addressed the issue directly with the student or faculty member. If the parties to the concern cannot resolve the issue, then a faculty member or a student may initiate a concern in writing to the Director of the Social Work Program or if the Director of Social Work is party to the concern, to the Chair of the Department of Counseling, Psychology and Social Work (CPSW). The Director of the Social Work Program or Department Chair will meet with the person submitting the written concern to determine if the issue can be resolved without convening the Social Work Program Advisory Committee, which also acts as the Advisory Committee. If the issue cannot be resolved, then the Social Work Program Advisory Committee will be convened at the discretion of the Social Work Program Director or the CPSW Department Chair.

## **Social Work Program Advisory Committee Actions on Applicants to the Professional Program**

All applications to the Professional Social Work Program will be considered. The application process follows the procedures outlined in an earlier section of this handbook. In situations where a concern is raised regarding a student's suitability for acceptance into the Professional Program, and the Social Work Program Advisory Committee recommends NO ADMISSION OR CONDITIONAL ADMISSION, a faculty member or student applicant may submit a written request to the Director of the Social Work Program or the Chair of CPSW requesting that a concern be addressed by the Program's Advisory Committee, which functions as a advisory committee.

## **Field Director and Social Work Program Advisory Committee Actions on Applicants to the Professional Field Program and on Students in Field Placements**

All applications to the Professional Field Practicum will be considered, provided the student has completed all pre-requisites for entering the Field Program. It is generally assumed that concerns with student performance will have been addressed previously. However, there may exist situations where a faculty person has a concern about a student entering the Field Practicum. In these situations, a faculty member may submit a written request to the Director of the Social Work Program or the Chair of CPSW requesting that a concern be addressed by the Program's Advisory Committee.

If the Director of Field Practicum, in conjunction with the Social Work Program Advisory Committee, decides that a student is not ready or suitable for placement, then the student may submitted a written concern to the Director of the Social Work Program or the CPSW Department Chair requesting that a concern be addressed.

The recommendations of the Advisory Committee are only advisory in nature and do not constitute a final authority over the concern. Either party may accept the recommendations of the Gate Keeping Committee or may appeal the original concern through the Chadron State College Appeal process as outlined in the CSC Student Handbook.

## **Student Involvement and Representation**

### **Social Work Club**

Social Work students in the Pre-professional and Professional Social Work Programs are strongly encouraged to participate in the Social Work Club. The Social Work Club provides students with several opportunities:

1. Students can associate with other Social Work students, ranging from those who are first taking Social Work classes to those who are preparing to graduate. The support and wisdom of other Social Work students is invaluable.
2. Students can participate in a variety of community service, fundraising, and educational experiences. Annually, Social Work Club members are involved in decorating for homecoming, creating a float, designing banners for club competitions, providing volunteers for work with the Domestic Violence Shelter, accompanying children to activities and events, donating funds to special needs, Thanksgiving and Christmas activities for those less fortunate, bake sales, raffle sales, workshops, Legislative Day, and more.
3. Through Club membership, students can develop leadership skills by assuming increased responsibilities for activities, planning, coordinating, leading, negotiating, and more.
4. Students can have input into the Social Work Program through representing Social Work students on one or more of the Social Work Program committees.
5. Students can become involved in the CSC campus committees by representing the Social Work Club on one of the many campus coordinating councils or coalitions.
6. Student can learn group dynamics, Roberts Rules of Order, conflict resolution and more.

The Social Work Club meets twice a month over the academic year. Occasionally, Social Work Club members will continue to meet over the summer if enough numbers of students are available. For additional information, check with one of the Social Work Club officers or ask one of the Social Work faculty members.

# COLLEGE POLICIES

## Graduation Policies and Requirements

### Graduation Checklist

Questions regarding any of the following requirements should be directed to the Records Office in Crites Hall. Graduation forms are available online ([www.csc.edu/registrar/](http://www.csc.edu/registrar/)) or at the Records Office and need to be completed a semester prior to graduation.

- Beginning in the Fall 2012, all new students must earn a minimum of 120 semester credit hours, of which 40 credit hours must be in 300 or 400 (junior or senior) level courses, to meet the requirements for all baccalaureate degrees.
- Students are required to use a General Bulletin of the year they enrolled or a subsequent General Bulletin. Students may not graduate under the provisions of a General Bulletin issued more than five years prior to the end of the semester in which they expect to complete their work, unless they have been in military service or have earned college credit in residence at Chadron during each calendar year since beginning the program of study.
- For the Bachelor of Arts, Bachelor of Science or Bachelor of Applied Science degree, students must complete either (1) a comprehensive major of 48 to 57 credits, or (2) a subject major of 30 to 36 credits and a minor of 18 to 21 credits. Students not meeting these requirements may petition to graduate with an Interdisciplinary major. Contact the Dean of Curriculum and Graduate Studies for more information on the Interdisciplinary major.
- Teacher candidates who are seeking the Bachelor of Science in Education must complete one field or subject endorsement for 7 – 12<sup>th</sup> grade secondary certificates or an area of concentration for the elementary certificate, along with the requirements for the professional year which includes a teacher internship. Contact the CSC Department of Education for more information.
- A 2.5 grade point average, from all institutions attended, must be attained for the Bachelor of Science in Education programs for teacher candidates. A grade point average of 2.0 in CSC coursework must be attained for all other Baccalaureate degrees.
- Students who do not transfer in an Associate of Arts or Associate of Science degree must complete all 42 credits of Essential Studies courses as listed in the following section of the bulletin. Transfer guides, listed on the college's website ([www.csc.edu/admissions/](http://www.csc.edu/admissions/)), indicate courses from other institutions that may satisfy individual Essential Studies course requirements. Depending on the program of study, Essential Studies requirements may vary. Consult the Records office, an academic advisor, or specific program information in this document for more information.
- No more than 66 credit hours may be transferred or applied towards a Bachelor of Arts,



Bachelor of Science, or Bachelor of Science in Education degree from accredited two- year institutions. Students with an Associate of Science (AS), Associate of Applied Science (AAS) or Associate of Occupational Science (AOS) degree who are pursuing a Bachelor of Applied Sciences (BAS) degree:

- May transfer in up to, and no more than, 70 credit hours to CSC
- Must earn 40 upper division credit hours
- Must fulfill Essential Studies minimum credit requirements in each of the Student Learning Outcomes 2 through 11. It is recommended that students select upper division courses in order to help achieve the necessary 40 upper division credit hour requirement.

Unlimited credit hours may be transferred from accredited four-year institutions, although individual programs may have restrictions and the student must meet other graduation requirements.

- A minimum completion of at least 30 semester hours of credit earned from Chadron State College is required for a degree that includes substantial transfer credit.
- Twenty-four of the last thirty semester hours of credit must be from Chadron State College. No more than 12 of the last 30 hours may be self-paced study (correspondence) courses.
- If the student's program of study qualifies them for two majors in two different degrees (e.g. a Bachelor of Arts in Business Administration and a Bachelor of Science in Range Management), the student must select the degree (Bachelor of Arts or Bachelor of Science) to be conferred. Both majors will be recorded on the transcript.
- Candidates who plan to complete requirements for graduation in December must file formal application with the Records Office by April 15. Those who plan to graduate in May must file by November 15. Forms require a series of signatures by academic advisors, the academic dean and the Business Office. The forms are available online ([www.csc.edu/registrar/](http://www.csc.edu/registrar/)) or at the Records Office.
- As part of the graduation process, exit assessments for all academic programs and Essential Studies are required of all students. Dates and times of these assessments will be scheduled and taken throughout the candidate's final year at Chadron State College.
- Candidates must have completed or be enrolled in all courses required for the degree prior to application for graduation. Any coursework required for the degree that is incomplete or in progress from a previous term must be completed and graded thirty (30) days prior to commencement. All self-paced study (correspondence) coursework must be completed and graded thirty (30) days prior to commencement for the student to be eligible to graduate at that commencement.
- Graduation with Academic Honors requires completion of at least 45 hours from Chadron State College at the end of the semester prior to the semester in which graduation occurs.
- Candidates for degrees are required to take part in the formal exercises of commencement unless prior notification is given to the Records Office. Candidates for degrees are required to wear the academic cap and gown at the commencement exercise. All commencement regalia are ordered through the Eagle Pride Bookstore several months prior to graduation.

## **Second Baccalaureate Degree**

A second baccalaureate degree may be earned by completing at least 30 credit hours beyond the first degree, fifteen of which must be at the 300-400 level, and satisfying the current requirements for the second degree at Chadron State College. These requirements include those for a comprehensive major, or subject major and minor. Essential Studies courses do not need to be repeated. A student may not earn more than one degree simultaneously at Chadron State College. Students pursuing a second baccalaureate degree are not eligible for graduation academic honors.

## **Petition for Waiver or Exception of College Academic Regulations**

Any request for waiver or exception to the undergraduate academic policies and regulations stated in the Chadron State College General Bulletin must be submitted as a written petition to the office of the Vice President for Academic Affairs. Consideration will be given to the petition by the Council of Academic Deans or the appropriate faculty recommendation committee. A written response will be returned to the petitioning student.

## **Nondiscrimination Policy/Equal Educational and Employment Opportunity Policy**

Chadron State College is committed to an affirmative action program to encourage admission or employment of minority and female students and to provide procedures which will assure equal treatment of all students and employees.

The college is committed to creating an environment for all students and employees that is consistent with nondiscriminatory policy including Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, as amended, and Sections 503 and 504 of the Rehabilitation Act of 1973.

To that end, it is the policy of Chadron State College to administer its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.

## **Americans with Disabilities Act Policy**

The College's written policy regarding the Americans with Disabilities (ADA) Act may be reviewed in the office of the Director of Human Resources or in the Reta E. King Library. Information concerning the provisions of the Americans with Disabilities Act, and the rights provided there under, are available in these locations.

Chadron State College does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. The following people have been designated to coordinate compliance with the nondiscrimination requirements contained in Section 35.107 of the Department of Justice regulations.

## **PROGRAM ACCESS**

Senior Vice President for Academic and Student Affairs  
Sparks Hall, Room 227  
308-432-6203

Vice President, Enrollment Management Student Services  
Crites Hall, Room 337  
308-432-6078

**EMPLOYEE ACCESS**  
Director of Human Resources  
Sparks Hall, Room 122  
308-432-6224

# STUDENT CONDUCT POLICIES

## *Academic Honesty*

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
  1. Submitting an assignment that someone else has written and claiming the work as one’s own.
  2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
  3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](#) on CSC’s Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

## *Class Attendance/Participation Policy*

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](#) on CSC’s Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

### ***Civility and Netiquette***

Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats).

# ACADEMIC PROBATION AND SUSPENSION

## **Probation**

Probation is a warning to the student that his/her grades are below the academic standards of Chadron State College. A student will be placed on probation if: his/her CSC cumulative grade point average (GPA) falls below 2.00 at any time.

Notification of probationary status will occur through My CSC Student Dashboard.

Students on first-time probation may be required to participate in activities that promote academic success. Students on academic probation will be allowed to enroll in a maximum of 15 credit hours per semester.

## **First Suspension**

The first academic suspension results in a student being denied enrollment in academic programs or courses at Chadron State College for the following fall/spring semester. A student will be suspended under the following conditions:

- he/she earns a semester GPA of 0.0, regardless of whether or not he/she is currently on academic probation, unless his/her cumulative GPA is 2.0 or above.
- he/she has recently been placed on academic probation, or is on continuing academic probation, and earns a semester grade point average below a 2.0.

Students with a 1<sup>st</sup> suspension must sit out the next fall/spring enrollment term, after which they may fully enroll in any CSC programs or courses. Students who are suspended and allowed readmission after appeal may be required to meet specific conditions that promote student success. Students on suspension will not be allowed to take any courses, including summer courses, online courses, or correspondence courses. Students placed on first suspension have the right to appeal.

## **Second Suspension**

Second academic suspension results in a student being denied enrollment in any academic programs or courses at Chadron State College for three years. Students who have been previously suspended will be placed on second suspension under the following conditions:

- his/her semester grade point average is below a 2.0.

Students under second suspension cannot appeal. After three calendar years have passed, they may apply for readmission.

## **Good Standing**

Students who are placed on probation, or who are suspension re-entry, will be back in academic good standing when their cumulative grade point average reaches 2.0 or above.

**Academic Appeals**

A student may appeal the first academic suspension, probation, or a denial of admission if he/she believes that an error occurred or if extenuating circumstances affected his/her scholastic performance which would warrant retention in college. The appeal is initiated with a written petition to the Dean of Integrative Undergraduate Studies.

## STUDENT SERVICES

### Advising

**Academic Advising** – The Advising Center in Crites Hall assists students with questions about graduation requirements, as well as advice concerning academic programs and the planning of class schedules. Located in Crites Hall, the Advising Center is staffed by college faculty and trained professionals in the START Office. In addition each student at CSC is assigned a personal academic advisor who is a professor at the college. As students change their majors, they may also change academic advisors by completing a Change of Advisor form found at <http://www.csc.edu/registrar/forms.csc> . The [Advising Center's website](#) provides answers to questions about selecting a major, registering for classes, and finding a career. The College Life (COLG 121), an elective for freshmen and transfer students, helps students adjust to the demands of college.

### Career Services

**Career and Major Exploration** - Career exploration tools are available to assist students in exploring career options and developing effective job search skills. The Advising Center provides assistance to students in making career-related decisions through the assessment of skills, interests, beliefs, values, and personality characteristics.

**Career Services** – Located in Crites Hall in the START Office, the Career and Academic Planning Services personnel assists students in the job application process by providing access to job vacancy bulletins and computerized job searching. Career services are available for employment following graduation or for part-time or temporary employment during the school year. Assistance with finding internship opportunities is also available. Services include resume and credential file preparation, interview practice, and business etiquette, coordination of on-campus interviews with company representatives, and the ability to register with the active registrant list (for education students), which can be made available to employers upon their request.

### Health Services

**Nurse** - Located in Crites Hall, Health Services is staffed by a Registered Nurse who treats minor illnesses and injuries, dispenses non-prescription medication, and offers wellness and lifestyle counseling. If prescription drugs or further treatment are needed, the nurse will make appointments for students at a local medical clinic. The student has full responsibility to notify his or her instructor prior to absence from class due to illness. For absence due to extended illness or hospitalization exceeding three class days, the College Nurse will notify instructors if requested to do so by the student. Such notification does not necessarily mean the absence is excused by the instructor. The student must contact his/her instructors upon return to school, and retains the responsibility to fulfill all course requirements.



**Personal Counseling** - A certified counselor offers confidential, personal counseling to all students. This short-term counseling is available for students who are making difficult choices, going through periods of transition, seeking to change behaviors and/or improving their decision-making skills. Contact Health Services in Crites Hall for more information.

**Disability Services** - Services for students with disabilities include counseling, tutoring and assistance in discussing their academic needs with professors, as well as providing additional resources, referral services and/or special accommodations as appropriate. Students who are in need of special accommodations should visit the Health Services office in Crites Hall. A student-initiated conference with the Disability Services Contact Person can be arranged. Documentation of the disability(ies) by a qualified professional must be on file in the Disability Service Contact Person's office in order to evaluate requests for reasonable accommodations.

## Housing

**Housing and Dining Service** - The Housing Office assigns and supervises all on-campus housing, which includes six residence halls and numerous one-, two-, and three-bedroom apartments. A variety of housing options are available so that accommodations may be selected on the basis of need, interest, and cost. All first-year students are required to live on campus and participate in the meal program except for those who are: (1) married, (2) a single parent, (3) living with parents, or (4) over 21 years of age. These students must fill out an Off-Campus Application Form, available at the Housing or Admissions Offices. The application must be returned to the Housing Office for approval prior to the start of the semester. Students residing in the residence halls are required to participate in the food service program. Meals are served Monday through Sunday in the Student Center cafeteria or the Eagle Grille. Students living in CSC Apartment Housing are eligible to purchase a meal plan. Payment options for room and board may be arranged through the Business Office. Specific policies pertaining to Chadron State College residence halls and CSC apartments are included in the CSC Student Handbook and the Residence Life Handbook, which can both be found online at [csc.edu](http://csc.edu). The Student Handbook, along with additional information and applications, may be obtained by contacting the Housing Office or visiting the CSC website [www.csc.edu/publications/csc\\_student\\_handbook.pdf](http://www.csc.edu/publications/csc_student_handbook.pdf).

**Residence Life** - The Residence Life Program staff offers the resident student a variety of educational, social, and recreational programs that encourage responsible decision-making and healthy lifestyles. Programs designed to enhance academic success, personal wellness, recreational opportunities, social functions, and community involvement are emphasized.

## Campus Activities

The Student Campus Activities Board provides funding for a wide array of organized activities that allow students to form friendships and participate in co-curricular experiences that complement and support academic success. More than forty campus clubs and organizations include academic departmental and interest clubs, honorary societies, intercollegiate and intramural sports, music and publication groups, and religious organizations. See the [CSC Student Handbook](#) for more detailed information on these activities and other aspects of college life.

## The Learning Commons

The Learning Commons is housed in the Reta E. King Library. It is the “learning space” of the Library, and the intellectual living room of the campus. The Commons is intended to be a space where students, faculty, information technologists and librarians, and the community interact, and learning flourishes. First floor of the King Library was remodeled and is now home to the IT Help Desk, the Learning Center's Peer Tutoring Program, and a Coffee Shop. The former curriculum room on second floor is being converted to a mediate classroom. The Teaching and Learning Center plans to use this classroom for webinars, workshops and meetings, and it may be scheduled for other purposes too. Throughout the building new furnishings enhance the relaxed atmosphere of the Learning Commons.

## Information Technology

The Information Technology department provides a wide range of services for students, faculty and staff. Broadband Internet connectivity is available campus-wide, including all rooms in the residence halls. Wireless connectivity is available campus wide. Computer labs are maintained around the campus for general use by students, specialized instruction, or in support of student services. A Help Desk is staffed in the Reta E. King Library. Consult the Information Technology website ([www.csc.edu/technology/](http://www.csc.edu/technology/)) for more information about these services.

## Multicultural Services

Multicultural Services assists all Chadron State College students to live effectively in today’s global community. Program activities provide opportunities for diverse groups to build understanding and respect through communication and shared experiences. For more information contact the Multicultural Services Coordinator at 308-432-6224.

## *Learning Center/Tutoring*

Chadron State College’s nationally certified Peer Tutor program provides walk-in, individual, and small group tutoring sessions. Other services include supplemental instruction for groups of students enrolled in challenging courses, and a Writing and Speaking Center that assists students with writing and presentation skills and assignments. Tutors are specially trained upper-class students who excel in the areas in which they tutor and have previously taken the classes in those areas. Peer tutoring services are available for daytime tutoring, nighttime study, supplemental instruction, and online sessions for residential and distance learners. Tutoring services are free to all students, and are available in the Learning Commons located in the Reta King Library.

## Project Strive TRiO

The Student Support Services (SSS)- Project Strive program is an academic enrichment program designed to assist students during their college career. The objectives of Project Strive are to promote and increase participants’ academic success, assist with progress towards college graduation, and provide information regarding the pursuit of advanced degrees. Project Strive also provides cultural and social enrichment opportunities, leadership training, and opportunities for career exploration. Contact the SSS office in the Gold Room for more information and eligibility requirements.

# **PROFESSIONAL SOCIAL WORK PROGRAM APPLICATION**



## APPLICATION TO THE PROFESSIONAL SOCIAL WORK PROGRAM

*The Social Work profession involves work with individuals, families, groups, communities and organizations. Successful work as a professional Social Worker requires a body of knowledge, a commitment to specific values, and the development of practice skills. The Social Work Program at Chadron State College is committed to developing gifted Social Work practitioners who upon graduation are well-equipped and professionally developed to practice Social Work within the region as well as anywhere in the country.*

### **Admissions Requirements**

1. Completed Application Form
2. 2.0 GPA overall and 2.75 in Social Work pre-requisite courses/ conditional waiver (copy of official transcript)
3. Receipt of 3 Letters of Reference
4. Completed Personal Statement
5. Completed all pre-requisite courses
6. Completion of all or most Essential Studies and Elective courses
7. Review and Signed Intent to Comply with National Association of Social Work Code of Ethics.
8. Documentation of Volunteer Experience by beginning of fall semester before field placement.
9. Recommendation for approval by the Social Work Advisory Committee

### **Availability of Application Materials**

Application material for admission to the Social Work Professional Program are available in the Student Handbook.

### **Deadlines for Submission of Application Materials**

Students apply to be admitted into the Professional Social Work Program in the Fall of their junior year. Acceptance into the Professional Social Work Program is based on information provided by the student. You will be expected to participate in an interview with one or more Social Work Program faculty and Advisory Committee. Once the decision is made regarding your application for admission to the Professional Program, you will receive a letter in writing from the Program Director.

## **Steps in Completing the Application for the CSC Social Work Program**

**Step #1:** The Application for Admission may be completed in writing or typed print. However, please ensure that your writing is legible. All questions require a response. Located toward the end of the Application is a place for your signature. Please read carefully these questions in order to understand what you are signing.

**Step #2:** Attach a copy of your recent official transcript to the Application. If you are transferring and/or have attended more than one college, please include copies of transcripts from each school. However, if you have transferred to CSC and have completed an audit on transferable credits to CSC, then the CSC transcript should be adequate. Your transcript should show your overall grade point average.

**Step #3:** Your transcript should show that you have completed a course in Human Biology. The major focus of Human Biology is the presentation of a systems framework that includes biological-ecological perspectives. You should have taken ECON 130 Survey of Economics or an equivalent course, PSYC 131 General Psychology, PSYC 240 Statistics for Psychology, LS 236 Family Law. If you have completed a course that you consider an equivalent for any of these courses, please submit a copy of the course syllabus with a “Substitution Request Form” to your advisor or Program Directors for determination.

**Step #4:** Your transcript should show that you have completed the Introduction to Social Work course or its equivalent. If you have completed a course that you consider an equivalent, please submit a copy of the course syllabus to your advisor for determination. The focus of Introduction to Social Work is to provide a student with: (1) an understanding of Social Work history, (2) brief introduction to Social Work Programs, (3) an understanding of the generalist Social Worker and competencies required, (4) exposure to Systems Theory, Ecosystems Perspective, Strengths Perspective, and political views that shape policy, (5) an awareness of ethical dilemmas that Social Workers experience, (6) discussion of the impact of public policies on individuals. You should have also completed SW 231: Professional Social Work, SW 251: Human Behavior in the Social Environment I, SW 252: Human Behavior in the Social Environment II, SW 271: Social Welfare History and Service Delivery Systems. If you have completed a course that you consider an equivalent for any of these courses at another college, please consult with your advisor and submit a copy of the course syllabus with a “Substitution Request Form” to your advisor or the Social Work Program Director for determination.

**Step #5:** Submit 3 letters of reference. The Letters of Reference should be a combination of letters from prior employers, work colleagues, supervisors where you may have volunteered, past teachers and instructors, and friends of the family. References from relatives or college roommates are not accepted. The letters of reference should address the following items:

1. Name of the Reference
2. Address & Telephone # of Reference
3. How long they have known you.
4. In what capacity they have known you.
5. His/her descriptions of your personality and character (integrity, honesty, responsibility, maturity, and commitment).

6. Her/his view on your compatibility and interest in working in the field of Social Work.
7. If the reference is from a prior employer, comments about your work habits and work duties should be included.
8. Written Letters of Reference should accompany the numeric rating reference sheets.

**Step #6:** Complete a personal statement about personal/professional goals and objectives. Attach the completed statement to the Application. The personal statement is to be approximately two pages in length, single-spaced, and “12-pt.” font size. The personal statement is to address the following areas:

1. What is your *academic preparation* for entry into Social Work? Refer to courses you found interesting and contributed to your interest in applying.
2. Discuss *why you are interested* in Social Work. What is/are the reasons and experiences that have contributed to your interest in applying to Social Work? (Family background, work experiences, volunteer experiences, particular relationships)
3. Describe the *attitudes and values* which you hold and discuss how these compare to the values and ethics expressed in the Social Work Code of Ethics.
4. Discuss *your experiences with people who differ from you* in the areas of: race, ethnicity, physical ability, intellectual ability, gender, sexual preferences, religion, political ideology, marital status, and age.

**Step #7:** If you have a felony conviction, it is possible that after graduation you could not be licensed in some states, depending upon the state and the conviction.

If you have a felony conviction, it is possible that the Field Director may not be able to find an appropriate placement site for you to complete your field experience and, therefore your Social Work degree. (It is important to visit with one of the Social Work faculty if you have questions about the likelihood of a prior conviction being a barrier in your pursuit of a Social Work degree or license.)

**Step #8:** Read the Social Work Code of Ethics. Once you believe you understand the Code and agree to adhere to the Social Work Code of Ethics, you are asked to sign the Application.

Once you have all documents completed, submit all of the materials to the Office Assistant Extraordinaire for the Social Work Program. Make sure all documents are submitted.

## **Checklist for Applying to the Professional Social Work Program**

I have completed all the required extra-departmental courses.

BIO 121 w/ lab – 3 credits

PYSC 240 – 3 credits

PSYC 131 – 3 credits

LS 236 – 3 credits

ECON 130 – 3 credits

I have completed all or most of other general requirements, as well as my electives.

Courses not completed: \_\_\_\_\_

I have completed all the required prerequisite Social Work Courses

SW 231 – 3 credits

SW 251 – 3 credits

SW 252 – 3 credits

SW 271 – 3 credits

I have read the Social Work Student Handbook.

I have checked the deadline dates for submitting my application in the Fall Semester.

I have completed, signed, and submitted the application for the Professional Social Work Program by the deadline date.

I have distributed and affirmed that reference letters have been returned to the Social Work Department by the deadline date.

I have completed and submitted a personal statement according to the guidelines by the deadline date.

Once I have submitted all materials for admission to the professional program, I will be given an appointment for an interview with the advisory committee.

If I am taking the final prerequisite courses during the semester I am applying to the Social Work Program, I understand that a final decision on my admission will not occur until the grades for my courses have been submitted and I have continued to maintain required grades in those courses.

After I have interviewed to be accepted into the Professional Social Work Program, I understand that the decision will be made on my admission, and I will receive a letter from the Director of the Social Work Program or Field Director informing me of a decision to allow me into the Professional Program.



## APPLICATION FOR SOCIAL WORK PROGRAM PROFESSIONAL ADMISSION

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Campus Address: \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

Permanent Address: \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

Work Experiences		Where	Job Duties
From	To		

Volunteer Experiences		Where	Job Duties
From	To		



**Please review each of the following statements:**

- *I understand that it is the practice of the Social Work Program to not admit persons who have been convicted of a felony involving children. This decision can be appealed through the procedures outlined in the Social Work Student Handbook and in the Chadron State College Handbook for Students. In addition, a student with a felony conviction may or may not be eligible to be licensed as a Social Worker, depending upon the state and the nature of the felony.*
- *I understand that once I am accepted in the Social Work Program that I will adhere to the Social Work Code of Ethics. I have read, understand, and agree to abide by the Social Work Code of Ethics. Violations of the Code of Ethics may result in disciplinary and/or corrective action by the Social Work Program.*
- *I understand that during the Social Work Program faculty may consult together and share information I have shared in classes or with them personally, in order to assess as a team how the Social Work Program can best support me in my development as a professional Social Worker.*
- *I understand that in rare instances a student may be encouraged to switch from Social Work because there is an incompatibility between the values of Social Work and their personal values. In addition, I understand that a student may be asked to drop from the Social Work Program because of violations of the Social Work Code of Ethics.*
- *I understand that students with active problems involving alcohol or drugs may jeopardize the ability of the Field Practicum Director to place students in the Field Setting. Students with active problems with alcohol or drugs will need to achieve control over these problems before going into their Field Placements.*
- *I understand that students with active mental health issues may wish to share the information with their advisor for the advisor to be helpful to the student. At minimum, the student can contact Disability Support Services to document the existence of a disability and to request accommodations from the Social Work Program. In the case of accommodations and depending upon those accommodations, it may not be possible to secure a field placement that adequately meets the needs of the student. In that situation, the student, Disability Support Services, the Social Work Program, and a prospective agency will seek a resolution that is acceptable to the student and the agency.*

Signature of Student

Date

Please attach the following materials:		Submit Applications to:
	Transcripts	Social Work Program Department of Counseling, Psychology, and Social Work Chadron State College Miller Hall 1000 Main Chadron, NE 69337
	Personal Statement	
	Reference Materials	



# Professional Social Work Program Reference Form

Student's Full Name			
	(First)	(Middle Initial)	(Last)
Person Providing Reference		Job Title	
Address			
	(Street)	(City)	(State/Zip)
Agency			

### Reference Source:

The student is applying for admission to the Professional Social Work Program at Chadron State College. You have been identified by the student as a person who has knowledge of the student's character and/or potential for success in Social Work. Your assessment of the student will be helpful to the Admissions Committee. Your candid appraisal of the student's ability, academic and otherwise, to study Social Work, including qualities of mind and character, dedication, appreciation of diversity, responsibility and readiness for the rigors of Social Work academic study. Evidence of overcoming adversity, rising to challenges, and achieving beyond expectations are helpful in assessing students for admission. Please complete this form and include a letter of reference.

### Student:

The purpose for which this confidential statement is being obtained is admission to the Professional Social Work Program. This reference form **AND** a written Letter of Reference will be received and maintained in confidence. If you are admitted and enroll – and if your reference letters are received – once the admission process is concluded – you may inspect this letter at the Social Work Program unless you have voluntarily waived this right by signing the following statement:

*“I understand that letters and statements of recommendation concerning me are to be sent to the Social Work Program at Chadron State College to which I am applying and I hereby expressly and voluntarily waive any and all access rights I might have to such recommendations under the Federal Family Education Rights and Privacy Act, any state law, or any other laws, regulations or policies.”*

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

### Referent's Numeric Rating Appraisal of Student \*

<b>Referent's Signature</b>	<b>Phone Number:</b>
<b>Length of time you have known the Student:</b>	
<b>In what capacity do you know the student:</b>	

<i>Please circle the response that most closely reflects your appraisal of the applicant.</i>		Average		Above Average		Outstanding	Not Applicable
Demonstration of Responsibility	1	2	3	4	5	6	NA
Ability for verbal communication	1	2	3	4	5	6	NA
Ability for written communication.	1	2	3	4	5	6	NA
Assertiveness in interpersonal relations.	1	2	3	4	5	6	NA
Sensitivity to people who are different	1	2	3	4	5	6	NA
Timeliness and promptness	1	2	3	4	5	6	NA
Intellectual ability	1	2	3	4	5	6	NA
Willingness to explore ideas	1	2	3	4	5	6	NA
Commitment to learning	1	2	3	4	5	6	NA
Commitment to follow-through	1	2	3	4	5	6	NA
Ability to overcome obstacles	1	2	3	4	5	6	NA
Rising to challenges	1	2	3	4	5	6	NA
Commitment to Social Work profession	1	2	3	4	5	6	NA
Knowledge of Social Work profession	1	2	3	4	5	6	NA
Ability to listen	1	2	3	4	5	6	NA
Compassion for social justice	1	2	3	4	5	6	NA
Willingness to work hard	1	2	3	4	5	6	NA
Ability to manage time	1	2	3	4	5	6	NA
Ability to set personal boundaries	1	2	3	4	5	6	NA
Respectful of other persons	1	2	3	4	5	6	NA
Ability to work with others	1	2	3	4	5	6	NA
Ability to deal with ambiguity	1	2	3	4	5	6	NA
Ability to accept critical feedback	1	2	3	4	5	6	NA
Ability to appropriately disclose personal data	1	2	3	4	5	6	NA
Emotional maturity	1	2	3	4	5	6	NA
Potential for growth	1	2	3	4	5	6	NA
Experiences with racial and ethnic diversity	1	2	3	4	5	6	NA
Potential to contribute to Social Work Profession	1	2	3	4	5	6	NA
Comparison to others I have given references	1	2	3	4	5	6	NA

\*Please attach a written Letter of Reference for the applicant.

Return to: Social Work Program Director, Chadron State College, 1000 Main, Chadron, NE 69337



## VOLUNTEER VERIFICATION FORM

**INSTRUCTIONS:** Students applying to the Professional Social Work Program are required to complete 40 hours of volunteer experience at the beginning of the semester prior to Field Practicum. The volunteer experience is to be with one or more human service agencies. Students are advised to check with their Social Work Advisor before volunteering for an agency to be sure that the hours are approved. The volunteer experience should be with an identified Social Service Agency and/or directly benefit populations-at-risk.

A volunteer verification form is to be completed on each volunteer experience you wish to claim as part of the required 40 hours. The verification form requires you to document the agency, supervisor, dates, and times of the volunteer experience. In addition, the verification form asks you to request written comments from an immediate supervisor, to obtain a supervisor's signature affirming your volunteer hours, and a synopsis of what you did during your volunteer experience.



## VOLUNTEER VERIFICATION

Student's Name		Current Date	
Agency:		Location	
Supervisor's Name		Phone	
Title			

*Specific to your volunteer experience in the agency listed above.*

Beginning Date		Ending Date	
Total Number of Volunteer Hours in this Agency?			
Brief Description of the activities and populations of people you worked with during the experience:          			
Brief Comments by Supervisor on your work habits, sensitivity to clients, and relationships with colleagues:          			
Supervisor's Signature		Date	
Student's Signature		Date	

# APPENDIX C

## NATIONAL ASSOCIATION OF SOCIAL WORK CODE OF ETHICS

**Code of Ethics of the National Association of Social Workers**  
*Approved by the 1996 NASW Delegate Assembly;*  
*Revised by the 1999 NASW Delegate Assembly*

## **Preamble**

The primary mission of the Social Work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of Social Work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to Social Work is attention to the environmental forces that create, contribute to, and address problems in living.

Social Workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social Workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social Workers seek to enhance the capacity of people to address their own needs. Social Workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the Social Work profession is rooted in a set of core values. These core values, embraced by Social Workers throughout the profession's history, are the foundation of Social Work's unique purpose and perspective:

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence.

This constellation of core values reflects what is unique to the Social Work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **Purpose of the NASW Code of Ethics**

Professional ethics are at the core of Social Work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide Social Workers' conduct. The *Code* is relevant to all Social Workers and Social Work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which Social Work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide Social Work practice.
3. The *Code* is designed to help Social Workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the Social Work

profession accountable.

5. The *Code* socializes practitioners new to the field to Social Work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the Social Work profession itself can use to assess whether Social Workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code*, Social Workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

\*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how Social Workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict.

Reasonable differences of opinion can and do exist among Social Workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual Social Worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in Social Work where simple answers are not available to resolve complex ethical issues. Social Workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social Workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social Workers should consider ethical theory and principles generally, Social Work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics Social Workers should consider the *NASW Code of Ethics* as their primary source. Social Workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance Social Workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or Social Work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when Social Workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, Social Workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, 24



principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, Social Workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference.

Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process.

Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social Workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all Social Workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

### **Ethical Principles**

The following broad ethical principles are based on Social Work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all Social Workers should aspire.

#### **Value: Service**

*Ethical Principle: Social Workers' primary goal is to help people in need and to address social problems.*

Social Workers elevate service to others above self-interest. Social Workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social Workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

#### **Value: Social Justice**

*Ethical Principle: Social Workers challenge social injustice.*

Social Workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social Workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social Workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

*Ethical Principle: Social Workers respect the inherent dignity and worth of the person. Social*

Workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social Workers promote clients' socially responsible self-determination. Social Workers seek to enhance clients' capacity and the opportunity to change and to address their own needs. Social Workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

*Ethical Principle: Social Workers recognize the central importance of human relationships.*

Social Workers understand that relationships between and among people are an important vehicle for change. Social Workers engage people as partners in the helping process. Social Workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**

*Ethical Principle: Social Workers behave in a trustworthy manner.*

Social Workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social Workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**

*Ethical Principle: Social Workers practice within their areas of competence and develop and enhance their professional expertise. Social Workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social Workers should aspire to contribute to the knowledge base of the profession.*

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all Social Workers. These standards concern (1) Social Workers' ethical responsibilities to clients, (2) Social Workers' ethical responsibilities to colleagues, (3) Social Workers' ethical responsibilities in practice settings, (4) Social Workers' ethical responsibilities as professionals, (5) Social Workers' ethical responsibilities to the Social Work profession, and (6) Social Workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

# **1 Social Workers' Ethical Responsibilities to Clients**

## **1.01 Commitment to Clients**

Social Workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, Social Workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a Social Worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

## **1.02 Self-Determination**

Social Workers respect and promote the right of clients to self-determination<sup>26</sup> and assist clients in their efforts to identify and clarify their goals. Social Workers may limit clients' right to self-determination when, in the Social Workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

## **1.03 Informed Consent**

- a) Social Workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social Workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social Workers should provide clients with an opportunity to ask questions.
- b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, Social Workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances Social Workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social Workers should take reasonable steps to enhance such clients' ability to give informed consent.
- d) In instances when clients are receiving services involuntarily, Social Workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- e) Social Workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- f) Social Workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

## **1.04 Competence**

- a) Social Workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- b) Social Workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques. When generally recognized standards do not exist with

- respect to an emerging area of practice,
- c) Social Workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

### **1.05 Cultural Competence and Social Diversity**

- a) Social Workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- b) Social Workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- c) Social Workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

### **1.06 Conflicts of Interest**

- a) Social Workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social Workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- b) Social Workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- c) Social Workers should not engage in dual or multiple relationships with clients or former clients in which there are a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, Social Workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- d) When Social Workers provide services to two or more people who have a relationship with each other (for example, couples, family members), Social Workers should clarify with all parties which individuals will be considered clients and the nature of Social Workers' professional obligations to the various individuals who are receiving services. Social Workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a Social Worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

- a) Social Workers should respect clients' right to privacy. Social Workers should not solicit private information from clients unless it is essential to providing services or conducting Social Work evaluation or research. Once private information is shared, standards of confidentiality apply.
- b) Social Workers may disclose confidential information when appropriate 28 with valid consent from a client or a person legally authorized to consent on behalf of a client.

- c) Social Workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that Social Workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, Social Workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- d) Social Workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether Social Workers disclose confidential information on the basis of a legal requirement or client consent.
- e) Social Workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social Workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the Social Worker-client relationship and as needed throughout the course of the relationship.
- f) When Social Workers provide counseling services to families, couples, or groups, Social Workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social Workers should inform participants in family, couples, or group counseling that Social Workers cannot guarantee that all participants will honor such agreements.
- g) Social Workers should inform clients involved in family, couples, marital, or group counseling of the Social Worker's, employer's, and agency's policy concerning the Social Worker's disclosure of confidential information among the parties involved in the counseling.
- h) Social Workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- i) Social Workers should not discuss confidential information in any setting unless privacy can be ensured. Social Workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- j) Social Workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders Social Workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, Social Workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- k) Social Workers should protect the confidentiality of clients when responding to requests from members of the media.
- l) Social Workers should protect the confidentiality of clients' written and 29 electronic records and other sensitive information. Social Workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- m) Social Workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be

avoided whenever possible.

- n) Social Workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and Social Work licensure.
- o) Social Workers should take reasonable precautions to protect client confidentiality in the event of the Social Worker's termination of practice, incapacitation, or death.
- p) Social Workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- q) Social Workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- r) Social Workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **1.08 Access to Records**

- a) Social Workers should provide clients with reasonable access to records concerning the clients. Social Workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social Workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- b) When providing clients with access to their records, Social Workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

### **1.09 Sexual Relationships**

- a) Social Workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- b) Social Workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other 30 individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the Social Worker and client to maintain appropriate professional boundaries. Social Workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- c) Social Workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If Social Workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is Social Workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- d) Social Workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the Social Worker and individual to maintain appropriate professional boundaries.

### **1.10 Physical Contact**

Social Workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social Workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

### **1.11 Sexual Harassment**

Social Workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### **1.12 Derogatory Language**

Social Workers should not use derogatory language in their written or verbal communications to or about clients. Social Workers should use accurate and respectful language in all communications to and about clients.

### **1.13 Payment for Services**

- a) When setting fees, Social Workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- b) Social Workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in Social Workers' relationships with clients. Social Workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social Workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- c) Social Workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the Social Workers' employer or agency.

### **1.14 Clients Who Lack Decision-Making Capacity**

When Social Workers act on behalf of clients who lack the capacity to make informed decisions, Social Workers should take reasonable steps to safeguard the interests and rights of those clients.

### **1.15 Interruption of Services**

Social Workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

### **1.16 Termination of Services**

- a) Social Workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

- b) Social Workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social Workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social Workers should assist in making appropriate arrangements for continuation of services when necessary.
- c) Social Workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- d) Social Workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- e) Social Workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- f) Social Workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2 Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

- a) Social Workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- b) Social Workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- c) Social Workers should cooperate with Social Work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

### **2.02 Confidentiality**

Social Workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social Workers should ensure that such colleagues understand Social Workers' obligation to respect confidentiality and any exceptions related to it.

### **2.03 Interdisciplinary Collaboration**

Social Workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the Social Work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established. Social Workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, Social Workers should pursue other avenues to address their concerns consistent with client well-being.



#### **2.04 Disputes Involving Colleagues**

- a) Social Workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the Social Workers' own interests.
- b) Social Workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between Social Workers and their colleagues.

#### **2.05 Consultation**

- a) Social Workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- b) Social Workers should keep themselves informed about colleagues' areas of expertise and competencies. Social Workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- c) When consulting with colleagues about clients, Social Workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

#### **2.06 Referral for Services**

- a) Social Workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when Social Workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- b) Social Workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social Workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- c) Social Workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring Social Worker.

#### **2.07 Sexual Relationships**

- a) Social Workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- b) Social Workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social Workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

#### **2.08 Sexual Harassment**

Social Workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

#### **2.09 Impairment of Colleagues**

- a) Social Workers who have direct knowledge of a Social Work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- b) Social Workers who believe that a Social Work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address

the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### **2.10 Incompetence of Colleagues**

- a) Social Workers who have direct knowledge of a Social Work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- b) Social Workers who believe that a Social Work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### **2.11 Unethical Conduct of Colleagues**

- a) Social Workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- b) Social Workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social Workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, 34 and other professional organizations.
- c) Social Workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- d) When necessary, Social Workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- e) Social Workers should defend and assist colleagues who are unjustly charged with unethical conduct.

## **3 Social Workers' Ethical Responsibilities in Practice Settings**

### **3.01 Supervision and Consultation**

- a) Social Workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- b) Social Workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- c) Social Workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- d) Social Workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### **3.02 Education and Training**

- a) Social Workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- b) Social Workers who function as educators or field instructors for students should evaluate

- students' performance in a manner that is fair and respectful.
- c) Social Workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
  - d) Social Workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social Work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

Social Workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### **3.04 Client Records**

- a) Social Workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- b) Social Workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- c) Social Workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- d) Social Workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

Social Workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### **3.06 Client Transfer**

- a) When an individual who is receiving services from another agency or colleague contacts a Social Worker for services, the Social Worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, Social Workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- b) If a new client has been served by another agency or colleague, Social Workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.07 Administration**

- a) Social Work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- b) Social Workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be

developed that is nondiscriminatory and based on appropriate and consistently applied principles.

- c) Social Workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- d) Social Work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social Work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### **3.08 Continuing Education and Staff Development**

Social Work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for which they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to Social Work practice and ethics.

### **3.09 Commitments to Employers**

- a) Social Workers generally should adhere to commitments made to employers and employing organizations.
- b) Social Workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- c) Social Workers should take reasonable steps to ensure that employers are aware of Social Workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for Social Work practice.
- d) Social Workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of Social Work. Social Workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- e) Social Workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- f) Social Workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- g) Social Workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor-Management Disputes**

- a) Social Workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- b) The actions of Social Workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among Social Workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social Workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4      *Social Workers' Ethical Responsibilities as Professionals***

### **4.01 Competence**

- a) Social Workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- b) Social Workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social Workers should critically examine and keep current with emerging knowledge relevant to Social Work. Social Workers should routinely review the professional literature and participate in continuing education relevant to Social Work practice and Social Work ethics.
- c) Social Workers should base practice on recognized knowledge.

# APPENDIX D

## COUNCIL ON SOCIAL WORK EDUCATION

### ACCREDITATION STANDARDS FOR BACHELOR PROGRAMS IN SOCIAL WORK

2015 EPAS Handbook - Updated

Author	CSWE Commission on Accreditation
Title	2015 EPAS Handbook
Publisher	Council on Social Work Education
Release Date	07/21/2016
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## **Social Work Accreditation**

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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.

## **Accreditation Standard 1.0—Program Mission and Goals**

- 1.0.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.

## **Accreditation Standard B2.0—Generalist Practice**

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program 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.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

## **Accreditation Standard 2.2—Field Education**

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program 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.



### **Accreditation Standard 3.0—Diversity**

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

### **Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation Admissions**

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** 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
- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** 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. The program describes how it informs students of these policies and procedures. Student participation
- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

### **Accreditation Standard 3.2—Faculty**

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- 3.2.5** 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.
- 3.2.6** 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.

- 3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

### **Accreditation Standard 3.3—Administrative Structure**

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

3.3.2 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.

3.3.3 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.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

**B3.3.4(a)** The program describes the baccalaureate 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 in social work preferred.

**B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

**B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

**3.3.5 The program identifies the field education director.**

**3.3.5(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.

**B3.3.5(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 post-baccalaureate or post-master's social work degree practice experience.

**B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

**3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

### **Accreditation Standard 3.4—Resources**

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

#### **Accreditation Standard 4.0—Assessment**

- 4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
  - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
  - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
  - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
  - An explanation of how the program determines the percentage of students achieving the benchmark.
  - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.