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INTRODUCTION



Dear Social Work Students,

On behalf of the entire Department of Social Work and Gerontology, let me officially welcome you to our community. In choosing the Social Work major at Shippensburg University, you have started on a journey that will give you a remarkably interesting and exciting career and allow you to make a meaningful contribution to our world.

As a student, you will have a wide variety of opportunities to learn and grow as a person and a social work professional. Some of them will be in the classroom, but some of them will be outside the classroom in volunteer experiences, speakers and workshops made available through the department, the University and the surrounding communities. Do all you can to take advantage of these learning experiences. They will help to mold you into the person you will become as you go through life here at Ship.

The faculty in the department are beyond compare in their passion for social work and their compassion for those of you who are in the process of becoming social workers. They will challenge you to become the best you can and will support you in your efforts to achieve your goals. We all look forward to working with you as you travel the first steps of your journey in social work.

My best to each of you.

Cordially,

Dr. Deborah Jacobs
Professor and Chair
Department of Social Work & Gerontology

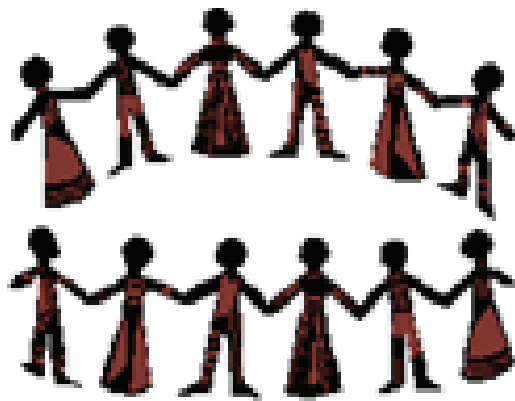


Use This Handbook ...

- ... When you need information about the program requirements, policies, and procedures. (See the table of contents to find the location).
- ... Throughout the program, from start to finish. It addresses everything you need to know.
- ... When you must complete a requirement. For example, when you are asked to apply for Professional Status. The handbook includes the procedures (in the text) and the forms (in the appendices).
- ... As a companion to the university catalogue that was in effect when you were admitted.
- ... To learn about resources and opportunities.



PROGRAM INFORMATION



GENERAL

Program Background
Mission, Goals, and Objectives
Educational Outcomes and Indicators



THE DEPARTMENT OF SOCIAL WORK & GERONTOLOGY

The Department of Social Work & Gerontology houses three programs. The undergraduate Social Work Program is a fully accredited program by the Council on Social Work Education which offers a BSW degree. The Gerontology Program offers an undergraduate minor in gerontology. The Masters in Social Work (MSW) Program began in the Fall of 2006 and is in the process of receiving accreditation. This handbook provides information primarily about the Social Work Program.

PROGRAM BACKGROUND

The Social Work Program at Shippensburg University earned accreditation from the Council on Social Work Education (CSWE) in 1974. This was the first year that CSWE granted accreditation status to baccalaureate programs. The program maintains accreditation status and has been continuously reaffirmed by the Council. In 1999 the program changed its degree from a Bachelor of Arts (BA) in Social Work to a Bachelor of Social Work (BSW).

On June 2002, we received word that the Council on Social Work Education granted our program full reaffirmation for eight years (the maximum they grant)!

The program's primary purpose is to prepare entry-level generalist professional social workers. The University and the College of Education and Human Services actively support this mission. The BSW in Social Work involves a total of 120 credit hours with a base of 55 credit hours required in social work courses. The balance of hours is comprised of liberal arts content which includes: required skills, categories of knowledge, course specific categories of knowledge for social work, and free electives.

Graduates of the program have had significant success with employment after graduation. They have also had success both in acceptance rates and performance in graduate schools. Our Social Work Alumni have served to provide effective feedback and support for our program over the years.

Mission of College of Education and Human Services

Mission

The Mission of the College of Education and Human Services is preparing students to be competent human service professionals and to provide leadership directed toward encouraging collaboration in the development and application of theory, research, policy, resources, practices, and innovative models.

Goals

The College fosters such competencies through the identification, creation, and dissemination of knowledge, a respect for diversity, and an attitude of life-long learning in the human services. The College strives to instill a sense of responsibility, commitment, and professionalism in service to people and institutions while striving for expertise in major areas of study by incorporating a significant liberal arts



component into each of the professional programs and identifying outcomes to measure effectiveness of programs. Students demonstrate ethical practices related to common social behavior and legal issues.

Objectives for the College of Education and Human Services

Faculty, staff and administration in the College of Education and Human Services will provide broad-based educational experiences so that students will be able to:

1. Develop a strong background in their chosen field of study.
2. Identify the interrelationship between and among the various social agencies of the community and practice collaborative team approach unifying standards and competencies in the role and function of professionals within the human services disciplines.
3. Translate knowledge from the basic disciplines into practical applications to specific human and behavioral problems.
4. Demonstrate a knowledge of and sensitivity to human understanding and individual differences.
5. Model an understanding of ethical standards and result in life-long responsibility for professional behavior.
6. Develop an evolving professional attitude which will result in life-long learning.
7. Provide resources and educational experiences in computing and information technology for use as a personal and professional tool.



SU Commitment to Ethical Practice of the College of Education and Human Services

The professions of Counseling, Criminal Justice, Educational Administration and Foundations, Health and Exercise Science, Military Science, Social Work and Gerontology, and Teacher Education comprise the College of Education and Human Services. This College is charged with upholding a learning environment in which faculty, administration, staff, and students work together to develop a lifetime commitment to being of service to others. Together, we define who we are and who we aspire to become as members of the College of Education and Human Services community.

Each of the professions represented in the College are guided by ethical codes of professional practice enforced through the prescribed channels of its profession. We acknowledge and respect the individual codes and standards of ethical conduct that are prescribed by the disciplines of the College. From these codes our College has created a unifying ideal that consists of seven ethical statements of principle. These statements reflect the fundamental belief that intraprofessional collaboration provides a more comprehensive service system to children, families, clients, students, older adults, and institutions than individual disciplines acting in isolation. The administration and faculty of this College believe that it is important to actively uphold the following standards of ethical conduct throughout their careers:

- Honoring and dignifying ourselves and others;
- Valuing differences among and between us;
- Advocating for and acting to attain social justice;
- Using discretion vested in the privileges of our positions appropriately;
- Performing our jobs at the highest standard;
- Upholding the trust of those with whom we work;
- Respecting the work of other professionals.

Individually, in order that others may know who I am, what I believe, and know of my works, I, with all others here, will be accountable for the privileges and responsibilities that accompany my membership in the College of Education and Human Services.



SOCIAL WORK DEPARTMENT MISSION, GOALS AND OBJECTIVES

Mission

The mission of the Shippensburg University department of social work is to provide comprehensive preparation for competent entry-level social work practice and/or graduate study. This program includes: 1) a curriculum grounded in the generalist approach; 2) a special emphasis on the respect for diversity; and 3) multiple linkages to the regional practice community.

Definition of the Generalist Approach

The generalist approach for practice involves both ways of knowing (assessing) and ways of doing (practice methods). The knowing and doing must be grounded in a liberal arts foundation and guided by systems/ecological theory, core social work values, respect for diversity, empowerment, and commitment to social and economic justice. A social worker with this approach has the knowledge, skills, values, and self-awareness to be able to match the level(s) of intervention to the needs of the client system (individual, family, small groups, organizations, communities) in particular situations or practice settings.

Educational Goals

Goal 1: Educational

To prepare students to use the generalist approach to become a competent entry-level social work practitioners.

The objectives for this goal are:

Students will be able to:

1. Demonstrate advocacy for empowerment.
2. Identify as a social work professional.
3. Demonstrate self-awareness.
4. Develop and manage professional relationships.
5. Manage interactional skills.
6. Demonstrate critical thinking and problem solving skills.
7. Manage the change process.
8. Apply the generalist approach on multi-levels of intervention.



Goal 2: Educational

To prepare students for successful graduate study in social work or related fields. [This goal requires that all objectives for Goal 1 are addressed. The difference is in the implementation of the objectives.]

The objectives for this goal are:

Students will be able to:

1. Demonstrate advocacy for empowerment.
2. Identify as a social work professional.
3. Demonstrate self-awareness.
4. Develop and manage professional relationships.
5. Manage interactional skills.
6. Demonstrate critical thinking skills.
7. Manage the change process.
8. Apply the generalist approach on multi-levels of intervention.

General Program Goals

Goal 3: Diversity Leadership

To provide leadership about diversity issues to the University and the region in order to work towards greater inclusion and social justice.

Objectives for this goal are:

Faculty will:

1. Conduct workshops, trainings, and provide consultation on issues of diversity.
2. Advocate for attention to diversity on key campus and regional projects.
3. Provide opportunities for students to participate in experiences that promote diversity.

Goal 4: Partnership

To collaborate with the regional practice community for mutual professional growth and development.

Objectives for this goal are:

Faculty will develop partnerships with colleagues:

1. To enhance and keep current our program curriculum.
2. To exchange information and resources.
3. To develop resources for students to support their professional development.



EDUCATIONAL OBJECTIVES AND INDICATORS

In fulfillment of the educational goals the course of study is organized by eight educational objectives that are integrated throughout the curriculum. These educational objectives are further grouped into four categories (values, self-awareness, skills, and knowledge base). Each course in the major highlights those objectives that most closely relate to the course purpose. These objectives are used as educational building blocks in a sequence of Social Work courses designed to prepare the entry-level professional social worker for practice.

Accompanying these educational objectives are examples or indicators of achievement of the objectives. These indicators provide a guide to assist you in your understanding of the meaning of each objective. They represent some of the areas which will indicate your level of mastery in each of the objectives.

We have chosen to use client system, rather than client, to permit identification of the level of concern.

Values

1. Demonstrates Advocacy For Empowerment

Indicators: Does the student demonstrate behavior which supports:

- ▶ Respect for the dignity and worth of each individual.
- ▶ Respect for self-determination.
- ▶ Respect for differences.
- ▶ Client right to opportunity.
- ▶ Client right for access to services.
- ▶ Persons in disadvantaged situations.
- ▶ System change to respond to client's needs.
- ▶ Respect for different opinions/perspectives when engaged in staff meeting/committee work.
- ▶ Ensuring that the organization treats clients with respect.
- ▶ Appropriate use of community resources to meet client/organization/community goals.
- ▶ Use of policy and program development for client empowerment.
- ▶ Respect for cultural and/or other significant differences of the individual, family, group, organization, or community.
- ▶ Respect for organizational policy and guidelines.

2. Identify as a Social Work Professional

Indicators: Does the student:

- ▶ Demonstrate knowledge of "roots" of profession and its developmental process.
- ▶ Apply the NASW Code of Ethics as a basis of practice.
- ▶ Seek continuous professional growth.
- ▶ Define the unique qualities of social work which distinguish it from other helping professions.
- ▶ Support the profession's advocacy for social and economic justice for oppressed populations.



- ▶ Have knowledge of general ethical guidelines.
- ▶ Have knowledge of ethical guidelines of internship placement.
- ▶ Demonstrate awareness and sensitivity to ethical issues.
- ▶ Exhibit personal behavior that is consistent with ethical guidelines.
- ▶ Consult with others about ethical issues if necessary.

Self Development

3. Demonstrate Self-awareness

Indicators: Does the student:

- ▶ Show willingness to examine personal values and biases.
- ▶ Indicate understanding of relationship between personal and professional values.
- ▶ Demonstrate openness to new ideas.
- ▶ Identify own learning needs.
- ▶ Have the capacity to be objective.
- ▶ Demonstrate healthy ways of handling stress.

4. Develop And Manage Professional Relationships

Indicators: Does the student:

- ▶ Identify role and purpose in relationships.
- ▶ Verbalize distinction between personal and professional relationships.
- ▶ Take responsibility for own actions.
- ▶ Manage barriers to engagement based upon differences.
- ▶ Accept direction from others.
- ▶ Collaborate with other professionals.
- ▶ Demonstrate assertive behavior conflict management skills.
- ▶ Demonstrate effective interpersonal skills.
- ▶ Demonstrate professional responsibility (i.e., being prompt, completing assignment, etc.).
- ▶ Arrive on time.
- ▶ Use time effectively.
- ▶ Inform supervisor and makes arrangements for absences.
- ▶ Demonstrate reliability by completing tasks on time.
- ▶ Complete required total number of hours or days on site.
- ▶ Demonstrate appropriateness about clothing, language, etc., on site.

Skills

5. Manage Interactional Skills

Indicators: Does the student demonstrate:

- ▶ The skills of listening, questioning, reflecting, summarizing, confronting, interpreting, and informing.
- ▶ Development of a climate that encourages interaction through the skills of crisis intervention.



- ▶ Development of a climate that makes people comfortable in new and strange situations.
- ▶ Conscious efforts to make appropriate connections between theory and practice.
- ▶ Knowledge of core interactional skills.
- ▶ Effective application of core interactional skills.
- ▶ Ability to build on client strengths.

6. Demonstrate Critical Thinking (problem solving)

Note: “Critical thinking involves the careful examination and evaluation of beliefs and actions. It requires paying attention to the process of purposeful reasoning, not just the product. In this broad definition, critical thinking is much more than the appraisal of claims and arguments, more than a set of tools for discovering mistakes in thinking. Well-reasoned thinking is a form of creation and construction.”

Source: *Critical Thinking For Social Workers*, 1996

Indicators: Does the student demonstrate behavior of:

- ▶ Clarifying the goal in problem-solving.
- ▶ Revisiting the definition of the problem.
- ▶ Stating assumptions that are being used.
- ▶ Reviewing data.
- ▶ Analyzing the process.
- ▶ Considering the implications of the outcome.

Knowledge

7. Manage the Change Process

Indicators: Does the student demonstrate knowledge of:

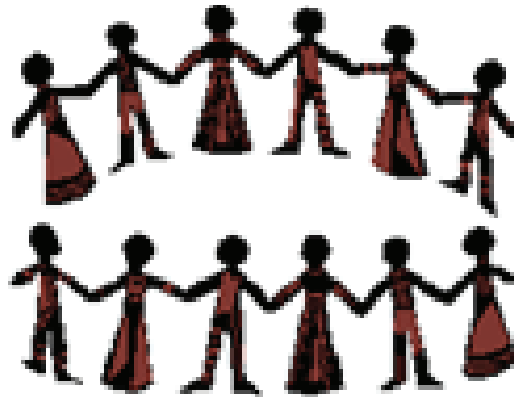
- ▶ Human development.
- ▶ Systems development across levels (individuals, groups, families, organizations, and communities).
- ▶ The influence of personal and environmental functioning on behavior.
- ▶ System theory and the ecological perspective.
- ▶ Role and function of individuals and other systems in society.
- ▶ Strengths and weaknesses in client systems.
- ▶ Factors that influence change.
- ▶ The effects of poverty, racism, sexism, powerlessness, and alienation on personal development.
- ▶ The influence of self on professional functions.
- ▶ The policy development process.
- ▶ The process of program or organizational development.
- ▶ How to do a qualitative or quantitative research project.
- ▶ Process of program or organizational evaluation.



8. Apply the Generalist Approach on Multi-levels of Intervention in Social Work Practice

Indicators: Does the student:

- ▶ Demonstrate an awareness and respect for diversity.
- ▶ Demonstrate a commitment to social and economic justice.
- ▶ Utilize the following in assessment:
 - person-in-environment lens
 - biopsychosocial knowledge
 - professional values
- ▶ Apply effective skills at various levels of intervention.
 - micro
 - mezzo
 - macro
- ▶ Evaluate change qualitatively and/or quantitatively in the client system (i.e., individual, group, family, organization, and community.)



CURRICULUM

Planning Checklist & Planning Sheet
Social Work Course Cycles
CSWE Accreditation & Policy Statement
CSWE Content Areas
Minors of Interest to Social Work Students

CURRICULUM OVERVIEW

The curriculum design reflects the educational goals of the program to prepare students for entry-level generalist social work practice and graduate study. Following is the Curriculum Planning Checklist used with advising students to keep account of requirements and the students' development. There is a liberal arts base reflected in the **G.E.** requirements. Students must successfully complete all required courses before they are eligible to do the field practicum. Other than approved field practicum during the senior year, no credit is given for practice experience.



CURRICULUM PLANNING CHECKLIST

Social Work Majors

Effective Fall 2006

Student _____ Advisor _____ Professional Y ____/____ Conditional ____/____
 Status: Date Granted Date
 Date Admitted ____/____ Transfer _____ Minor, if declared _____

Year 1

Semester 1

	completed/grade
S.W. in Social Welfare (102)	(/)
College Writing (101) or Writing- Intensive First-Year Seminar (101)	(/)
G.E. E: Intro. to Sociology	(/)
G.E. C: Human Biology (150)	(/)
World History I	(/)

Semester 2

<u>Human Relations Lab (150)</u>	(/)
Intro. to Human Communication	(/)
G.E. E: General Psychology (101)	(/)
World History II	(/)
G.E. B: _____	(/)

Year 2

Semester 3

<u>Assessing Individuals (250)</u>	(/)
<u>Understanding Diversity (265)</u>	(/)
G.E. D: Poli. Sci. (100)	(/)
G.E. B: _____	(/)
Statistics ¹ _____	(/)

Semester 4

<u>S.W. Practice with Individ. (270)</u>	(/)
*G.E.D: _____	(/)
G.E.C: _____	(/)
<u>Research Techniques for SW (360)</u>	(/)
CAT A: _____	(/)

Year 3

Semester 5

	completed/grade
<u>SW Skills for Working w/ Groups (275)</u>	(/)
G.E. B.: _____	(/)
<u>Assess. Orgs. & Commun. (340)</u>	(/)
Free Elective _____	(/)
Free Elective _____	(/)

Semester 6

<u>Gender Issues for Helping Prof. (420)</u>	(/)
** <u>Special Fields:</u> _____	(/)
Free Elective _____	(/)
G.E. C: _____	(/)
<u>S.W. Practice with Orgs. & Comm.(370)</u>	(/)

Year 4

Semester 7

<u>S.W. Policies and Services (450)</u>	(/)
<u>SW Skills for Working w/Families (327)</u>	(/)
Free Elective _____	(/)
Free Elective _____	(/)
<u>Preparation for Practicum (388) (1 s.h.)</u>	(/)
Free Elective _____	(/)

Semester 8

<u>Field Work in S.W. (389,390)</u>	(/)
<u>Seminar in S.W. Methods (391)</u>	(/)

If Applicable: (semester completed) Basic Math (/) Basic Reading (/) Basic English (/)
Required Social Work Courses are underlined.

¹This requirement must be met by Social Work majors even if the student tested at the advanced level in the math placement test.

*Economics course recommended. ECN 101 or 102.

**CWEB students must take SWK 262 (Introduction to Child Welfare)

Other than approved field practicum during the senior year, no credit is given for practice experience.



Transfer hrs. from _____	_____
Transfer hrs. from _____	Student _____
Other hrs. _____	_____
Current Semester _____	Advisor _____
Planned hrs. _____	_____
(see below) _____	Date _____

Total	

PLANNING SHEET

This is a tentative plan of study that is contingent on successful completion of prerequisites. Students must earn a C or better in all Social Work courses before entering field work.

Semester _____	Semester _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
hrs	hrs

Semester _____	Semester _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
hrs	hrs

Semester _____	Semester _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
hrs	hrs



SOCIAL WORK COURSE CYCLES*

SPRING 2007	FALL 2007	SPRING 2008	FALL 2008 & 2006
(2) SW in Social Welfare 73-102	(2) SW in Social Welfare 73-102	(2) SW in Social Welfare 73-102	(2) SW in Social Welfare 73-102
(1) Human Relations Lab 73-150	(2) Human Relations Lab 73-150	(1) Human Relations Lab 73-150	(2) Human Relations Lab 73-150
(1) Assessing the Individual in the Social Environment 73-250	(1) Assessing the Individual in the Social Environment 73-250	(1) Assessing the Individual in the Social Environment 73-250	(1) Assessing the Individ. in the Social Environment 73-250
(1) Understanding Diversity for SW Practice 73-265	(1) Understanding Diversity for SW Practice 73-265	(1) Understanding Diversity for SW Practice 73-265	(1) Understanding Diversity for SW Practice 73-265
(2) SW Practice with Individuals 73-270	(1) SW Practice with Individuals 73-270	(2) SW Practice with Individuals 73-270	(1) SW Practice with Individuals 73-270
(2) SW Skills for Working with Groups 73-275	(1) SW Skills for Working with Groups 73-275	(2) SW Skills for Working with Groups 73-275	(1) SW Skills for Working with Groups 73-275
(1) SW Skills for Working with Families 73-327	(2) SW Skills for Working with Families 73-327	(1) SW Skills for Working with Families 73-327	(2) SW Skills for Working with Families 73-327
(2) Research Tech. for SW 73-360	(2) Research Tech. for SW 73-360	(2) Research Tech. for SW 73-360	(2) Research Tech. for SW 73-360
(1) Assessing Organizations & Communities in Society 73-340	(1) Assessing Organizations & Communities in Society 73-340	(1) Assessing Organizations & Communities in Society 73-340	(1) Assessing Organizations & Communities in Society 73-340
(1) SW Practice with Organizations & Communities 73-370	(1) SW Practice with Organizations & Communities 73-370	(1) SW Practice with Organizations & Communities 73-370	(1) SW Practice with Organizations & Communities 73-370
(1) Preparation for Practicum 73-388	(1) Preparation for Practicum 73-388	(1) Preparation for Practicum 73-388	(1) Preparation for Practicum 73-388
Field I-II (73-389-390) Seminar (73-391)	Field I-II (73-389-390) Seminar (73-391)	Field I-II (73-389-390) Seminar (73-391)	Field I-II (73-389-390) Seminar (73-391)
(1) Gender Issues for Helping Professionals 73-420	(2) Gender Issues for Helping Professionals 73-420	(1) Gender Issues for Helping Professionals 73-420	(2) Gender Issues for Helping Professionals 73-420
(1) Social Welfare Policies & Services 73-450	(1) SW Policies & Services 73-450	(1) Social Welfare Policies & Services 73-450	(1) SW Policies & Services 73-450
(1) Special Field in SW (Aging) 73-351 (1) Special Fields in SW (Violence in Intimate Relationships) 73-359	(1) Special Field in SW (Health Care) 73-357 (1) Special Fields in SW (Child Welfare) 73-352	(1) Special Fields in SW (Substance Abuse) 73-348 (1) Special Field in SW (Behavioral Health) 73-347	(1) Special Fields in SW (Child Welfare) 73-352 (1) Special Field in SW (Schools) 73-358

*Please note that changes may need to be made due to unforeseen circumstances.
Numbers in parenthesis indicate the number of sections offered.



Accreditation

Council on Social Work Education Accreditation

The accrediting body in Social Work education is the Council on Social Work Education (CSWE). Generally, the accreditation process involves:

- 1) a clear statement of the institution's or unit's educational objectives;
- 2) a self-study by the institution or unit which examines its activities in relation to those objectives;
- 3) an on-site evaluation by a selected group of peers which reports to the accrediting body; and
- 4) a decision by this independent body that the institution or unit does or does not meet its standards for accreditation.

After the initial accreditation is approved CSWE reviews a program's curriculum and educational program every eight years to assure that it is maintaining standards defined by CSWE and implemented by the institution. This program has enjoyed full and continuous accreditation since 1976 when CSWE first accredited undergraduate programs. This accreditation is indicated on all transcripts. Shippensburg University Social Work Program was most recently granted full reaccreditation in the fall of 2002 for the full eight years possible. On the following pages the CSWE Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education is reproduced for your information. For new CSWE Accreditation standards, please see the department website at www.ship.edu/~socwork.



Educational Policy and Accreditation Standards

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge; and values of the profession. Programs of social work education are offered at the baccalaureate, masters, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and masters program levels.



2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

1. Purposes of the Social Work Profession

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.



1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration!
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations and communities
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to



(a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.

M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.



7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. *(Items preceded by a B or M apply only to baccalaureate or master's programs, respectively).*
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a masters social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally rel-



evant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating



program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0,1.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

Accreditation Standards

1. Program Mission, Goals, and Objectives

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a



coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5, The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

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

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

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.² Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective. *(This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.)*

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.



3. Program Governance Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 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.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.



3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.



5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

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

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.



8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.



COUNCIL ON SOCIAL WORK EDUCATION CONTENT AREAS
Cross Referenced by Shippensburg University Course

CSWE Curriculum Content Area ___	Shippensburg University Course
Values and Ethics (B6.3)	All courses address this content area]
Diversity (B6.4)	SWK 102 – Social Work in Social Welfare SWK 150 – Human Relations Laboratory SWK 250 – Assessing Individuals *SWK 265 – Understanding Human Diversity SWK 270 – SW Practice with Individuals SWK 327 – SW Skills for Working with Families SWK 3xx – Special Fields of Social Work SWK 391 – Seminar in SW Methods *SWK 420 – Gender Issues
Economic and Social Justice (B6.5)	SWK 102 – Social Work in Social Welfare SWK 250 – Assessing Individuals SWK 265 – Understanding Human Diversity SWK 270 – SW Practice with Individuals SWK 327 – SW Skills for Working with Families SWK 340 – Assessing Organizations and Communities SWK 3xx – Special Fields of Social Work SWK 370 – SW Practice w/ Organizations And Communities SWK 391 – Seminar in SW Methods SWK 420 – Gender Issues
Populations at Risk (B6.6)	SWK 102 – Social Work in Social Welfare SWK 250 – Assessing Individuals SWK 265 – Understanding Human Diversity SWK 270 – SW Practice with Individuals SWK 275 – SW Skills for Working with Groups SWK 327 – SW Skills for Working with Families SWK 3xx – Special Fields of Social Work SWK 370 – SW Practice w/ Organizations and Communities SWK 391 – Seminar in SW Methods SWK 420 – Gender Issues SWK 450 – Social Welfare Policies
Human Behavior and the Social Environment (B6.7)	*SWK 250 – Assessing Individuals *SWK 340 – Assessing Organizations and Communities SWK 265 – Understanding Human Diversity SWK 275 – SW Skills for Working with Groups SWK 327 – SW Skills for Working with Families SWK 3xx – Special Fields of Social Work SWK 391 – Seminar in SW Methods SWK 420 – Gender Issues
Policies (B6.8)	SWK 102 – Social Work in Social Welfare SWK 340 – Assessing Organizations and Communities SWK 3xx – Special Fields of Social Work SWK 370 – SW Practice w/ Organizations and Communities SWK 391 – Seminar in SW Methods *SWK 450 – Social Welfare Policies
Practice (B6.9-10)	*SWK 270 – SW Practice with Individuals *SWK 275 – SW Skills for Working with Groups *SWK 327 – SW Skills for Working with Families SWK 3xx – Special Fields of Social Work *SWK 370 – SW Practice w/ Organizations and Communities SWK 391 – Seminar in SW Methods
Research (B.6.11-12)	SWK 102 – Social Work in Social Welfare SWK 250 – Assessing Individuals SWK 340 – Assessing Organizations and Communities SWK 3xx – Special Fields of Social Work SWK 370 – SW Practice w/ Organizations and Communities *SWK 360 – Research Techniques for SW SWK 391 – Seminar in SW Methods
Field Practicum (B6.13-16)	SWK 389-393 – Field Practicum and Seminar

* Large majority of the course content focuses on this curriculum area
 More detailed course descriptions can be found on the Departmental website at www.ship.edu/~socwork



MINORS OF INTEREST TO SOCIAL WORK STUDENTS

An academic minor enriches the educational experience and enhances one's resume. Social Work majors are strongly encouraged to select a minor. Our plan of study has room for several electives which can be used to earn a minor (most minors are 18 credit hours). Currently, there are over twenty minors available. The full list of minors and their respective requirements can be found in the university undergraduate catalog.

Some of the minors that are most frequently chosen by Social Work majors are:

- ▶ Women's Studies
- ▶ Ethnic Studies
- ▶ Gerontology
- ▶ Spanish
- ▶ Psychology
- ▶ Sociology
- ▶ Political Science
- ▶ Early Childhood

THE GERONTOLOGY MINOR & LETTER OF RECOGNITION IN AGING STUDIES

Introduction

The Department of Social Work and Gerontology is committed to providing social work students with opportunities to learn about working with older adults and their families. The large increase in the number of older adults ensures that all social workers will encounter elders. For example, those working in the child welfare system will often meet older persons as members of the family system or as custodial guardians of grandchildren. Social workers in the health care system can expect a large percentage of their time spent with elders, as this group disproportionately utilizes medical, rehabilitative, and other health services. It is also important to realize that older people can experience many of the hardships that younger adults face such as poverty, domestic and sexual violence, substance abuse, and difficulty navigating various social service systems. Learning about gerontology prepares social workers to meet these challenges. Social work students will use the professional skills and expertise taught in the program to promote empowerment and improved quality of life among older persons.

Through a geriatric enrichment grant received from the John A. Hartford Foundation and the Council on Social Work Education, students have three avenues to learn about social work and aging:

- ▶ Throughout the social work curriculum
- ▶ Letter of Recognition in Aging Studies
- ▶ Interdisciplinary Minor in Gerontology



Aging Throughout the Social Work Curriculum

Every student in the social work program will be exposed to aging-related knowledge, activities, and guest lectures throughout the social work curriculum. These experiences are designed to assist social work students in mastering the top 10 aging competencies recommended by CSWE's Strengthening Aging and Gerontology Education for Social Work (SAGE-SW) program (see Appendix T).

Letter of Recognition in Aging Studies (9 credit hours)

The Letter of Recognition in Aging Studies is designed to acknowledge those students who complete a minimum of three aging courses, but are unable to complete the gerontology minor. To receive this letter, social work students must complete SWK 351: Special Fields: Aging and two gerontology elective courses.

It is highly recommended that students take courses that provide a concentration in a particular area (courses can be taken in any sequence). Examples of concentrations include:

General Practice Concentration

- SWK 351: Special Fields: Aging
- GRN 100: Introduction to Gerontology
- GRN 480: Valuing Diversity in Later Life

Health Related Concentration

- SWK 351: Special Fields: Aging
- BIO 203: Biology of Aging
- SOC 369: Medical Sociology

Hospice Related Concentration

- SWK 351: Special Fields: Aging
- PSY 352: Adult Development and Aging
- SOC 344: Sociology of Death

To receive your Letter of Recognition in Aging Studies, please complete the **Application for Letter of Recognition in Aging** form as soon as all three courses have been taken (included as Appendix U).

***Minor in Gerontology (18 credit hours)***

Gerontology is an interdisciplinary undergraduate minor designed to provide students with a broad view of the aging process. Through required coursework, electives in your personal area of interest, applied experiences, research opportunities, and volunteer activities, you will gain a firm understanding of aging-related issues that can be applied to the broader field of social work. The breadth and depth of the minor in Gerontology prepares social workers to work in a variety of settings and with many different populations.

Completion of the Gerontology (Aging) Minor requires a minimum of 18 credits. You will take two core 3-credit courses: Introduction to Gerontology (GRN 100) and a required Gerontology internship experience (GRN 301). This internship will be geared towards your particular interest area and can, upon approval, be combined with your field placement. For example, if your interests lie in providing direct services, we will try to arrange an internship with a local social service agency. If a position in administration is your goal, we will try to place you in a local government, profit, or non-profit agency so you can learn the ins and outs of managing services for older adults.

Taking electives fulfills the remaining 12 credits of your minor requirements. For Social Work majors, relevant electives may include:

- SWK 351: Special Fields of Social Work: Aging
- SWK 357: Special Fields of Social Work: Health
- ESC 200: Lifestyle Management
- ESC 250: Introduction to Kinesiology
- ESC 352: Psychology of Physical Activity
- GRN 390: Selected Topics in Gerontology
- GRN 480: Valuing Diversity in Later Life
- PSY 352: Adult Development and Aging
- PSY 420: Health Psychology
- PSY 422: Social Psychology of Aging
- PSY 435: Psychopharmacology
- SOC 344: Sociology of Death
- SOC 369: Medical Sociology
- SOC 371: Social Dynamics of Aging
- Selected Topics from any department with an aging-related theme

To declare Gerontology as your minor, please complete the **Change of Major/Minor** form as early as possible (included as Appendix V). Be sure to obtain the appropriate signatures indicated on the form.

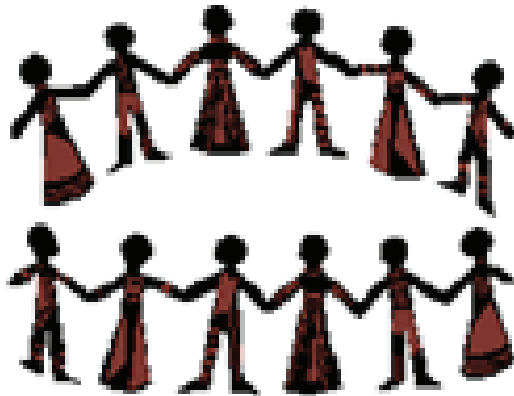


Conclusions

Expertise in aging will prepare you to become a better social worker. Awareness of the unique experiences of later adulthood, as well as, the special needs and services that various sub-groups of older adults require, will help you to recognize when assistance is needed. Further, traditional social work goals (such as promoting individual independence and autonomy) are also key themes encountered in the field of aging. The expertise you gain in aging at Shippensburg University will also enhance your marketability when applying for jobs, as few social workers have the chance to formally learn about aging.

For more information about social work and gerontology, National Center for Gerontological Social Work Education at <<http://www.depts.washington.edu/geroctr>>.

To learn about opportunities in aging for social work students at Shippensburg University, talk to your advisor or the Gerontology Program Director.



ADMISSION & RETENTION

Rationale for Admission and Retention Procedures
Admission Process for the Social Work Program
Professional Development & Review



RATIONALE FOR ADMISSION AND RETENTION PROCEDURES

Social Work is much more than an academic major. For many social workers it is a way of life which embraces a concern and caring for others demonstrated through practice based on values, skills, and knowledge which define Social Work. It is not the most highly paid profession nor the most glamorous, but it is one in which each day brings new challenges and opportunities to make the world a better place.

As you enter the educational experience in the Social Work Program at Shippensburg University you are entering a new phase in your life that will hold great meaning to your future direction. The following pages describe the basics of the program: what its philosophy and ethics are, as well as its policies and procedures. Taken together they should give you an understanding of what the program can offer you as you move through this exciting and challenging experience. Some of the words and phrases you read may be foreign to you as you enter the program, but beginning with your first course you will grow increasingly familiar with the language of Social Work as well as the values and body of knowledge it represents. Before you know it, your education will be complete and those words and values and knowledge will become part of you just as you have become part of the Social Work profession.

ADMISSIONS PROCESS

The process of admission to the Social Work Major reflects the professional nature of the department's educational mission. The following materials provide students with the necessary information and samples of documents required to complete the admission application process.

Admissions Policy & Professional Status - General Overview

There are now three possible levels of admission into the Social Work Major. The first is for a first year student who is applying to the University to request social work as a major without any previous college level work. The second is a process for transfer students. Internal and external transfer students need to meet the grade point listed below that corresponds to the number of credit hours they have earned to be considered for admission.

<i>If a student has:</i>	<i>He/She needs:</i>
Credit Hours 0-30	2.2 grade point required
31-59	2.4 grade point required
60+	2.5 grade point required

Students not accepted due to space limitations may reapply to the major during the next semester in which they meet the minimum requirements. They will be reevaluated in relation to the applications received in that semester.

The second level is acceptance to professional status which requires a minimum (or maintenance of) overall grade point average of 2.5, in all University courses, in addition to other requirements stipulated below. This level will be granted only after students have successfully completed a formal application process during their enrollment in Social Work Practice with Individuals (SWK270) course.



1. Prior to obtaining and completing an application students should determine if they meet the following minimum standards for applications:
 - ▶ Successful completion of:
 - SWK 102 Social Work in Social Welfare
 - SWK 250 Assessing Individuals in the Social Environment
 - ▶ Successful completion or current enrollment in SWK 270 Social Work Practice with Individuals
 - ▶ Overall QPA of 2.5 or better
 - ▶ Students who are enrolled in SWK 270 and do not have a 2.5 or are first semester external transfers should speak with the course professor before completing the application.

Those students who meet the requirements in #1 should obtain professional status applications/materials on-line at the department website or in the appendix of this handbook (see Appendices A & B for samples of the form and written statement format).

3. Upon completion, applications and required attachments should be returned to the department secretary. Professional status applications will **ONLY** be accepted during and no later than Week Seven of the Fall and Spring Semesters.
4. Student applications will be reviewed by a three person professional status committee composed of two social work faculty persons, one of whom is the faculty member currently teaching SWK 270, and a social work practitioner appointed through the program advisory committee.
5. Review will be completed and students will be notified in writing to their campus mailing address on or before the Friday of Week Twelve of the semester in which they apply.

Criteria for Acceptance to Professional Status in the Social Work Department

Acceptance and retention into the Social Work Program will be based upon an assessment of the student's capability to achieve academic success, the possession of a value base consistent with professional Social Work values and ethics, and the student's interest in and commitment to the profession of Social Work.

Acceptance requires the support of at least two of the three professional status committee members. Due to program capacity to serve students, it may be necessary, at times, to limit the number of applicants admitted. In these circumstances, a student may meet the minimum standards but will not necessarily be admitted into professional status.



All students who apply will receive written notification of their acceptance status (see Appendices C & D). Students receiving conditional status must meet with their academic advisor to develop a plan of action (see Appendix H).

There are three levels of response to student applications:

Full acceptance - student is accepted into professional status in the department without conditions and is expected to maintain her/his standards of performance.

Conditional acceptance - student is accepted conditionally with the stipulation that they must meet with their advisor to develop a plan to attain the requirements of full acceptance.

Not accepted - student does not meet standards of acceptance into professional status. Student should meet with advisor to determine if reapplication at a later date is advisable.

In addition to the other criteria described above the following decisions apply to all students applying for professional standing as of the **Fall 1997**.

- ▶ In order to receive full acceptance into professional status a student must have a grade point average of 2.5 or better and complete the application in full.
- ▶ Students with grade points between 2.0 and 2.49 may be accepted conditionally if their application includes supplemental documentation which should consist of: two (2) letters of reference, an advisor recommendation, and a plan of correction focused on improving academic standing with time lines.
- ▶ Students admitted on conditional status are reviewed by the professional status committee to determine whether they have fulfilled their plan and should be moved to full status or should continue conditional status and submit a revised plan.
- ▶ Any student who is on academic probation will be rejected from professional status and is not encouraged to apply. These students will be unable to schedule further social work courses until their GPA is above a 2.0.
- ▶ Students who have not reached full professional status (i.e., are conditionally accepted) must be reviewed by the full faculty the semester prior to being registered for SWK 388 Pre-Practicum Seminar (i.e., 2 semesters before field work), and the faculty must agree to move the person to full acceptance into professional status or be granted an exception to policy in order for that student to be permitted to proceed to the professional semester year of social work study.
- ▶ Any student on academic probation is not eligible to take Social Work Practice with Individuals (SWK 270).
- ▶ If external transfer students take SWK 270 the first semester at Shippensburg their professional standing decision will be deferred until grades for that semester have been received.



DEVELOPMENTAL REVIEW PROCESS (DRP)

Accreditation standards require that social work programs have policies and practices for “terminating a student’s enrollment...for reasons of academic and nonacademic performance. This implies “performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners” [CSWE (1994)]. *Handbook of Accreditation Standards and Procedures*, 89 & 127.

The Shippensburg University Social Work Program prepares students for professional practice and/or graduate study. It is therefore, the responsibility of faculty to promote the standards of the profession. Students and the clients whom they serve will benefit from the faculty purposefully teaching and evaluating performance, conduct/behavior, self-awareness and communication skills.

It is the policy of the Shippensburg University Social Work Program to provide social work majors and potential majors with feedback regarding their progress in each of the social work courses in which they are enrolled. This is achieved through a mechanism known as the Developmental Review Process (DRP). The purposes of the DRP are (1) to give students specific information on the degree to which they are meeting scholarship, and professional standards on which their letter grade is based and (2) to alert and assist students who are demonstrating signs that they are having difficulties in understanding and adhering to standards of the profession as identified in the National Association of Social Workers: Code of Ethics and the Shippensburg University Social Work Program Student Handbook.

The following methods of ensuring personal and professional behavior have been established by the Social Work Program:

Mid and Final Semester Course Performance Review

There are two possible components that may be used as part of the DPR. The first is a midterm and final evaluation known as the **Course Performance Review (CPR)**, which is presented to all students in each social work course in which they are enrolled. The CPR counts as twenty percent (20%) of the grade for each course. The CPR places its primary attention on academic and other related factors that serve as the criteria for the letter grade in the course.

The professor takes the responsibility for monitoring the classroom climate to provide an atmosphere conducive to student learning. This includes serving as a resource and guide for the student’s professional leaning, ensuring that the classroom offers a safe opportunity for exchange of ideas and opinions, and fairly evaluating all student work.

Students are expected to attend ALL classes, to come to class on time, to take responsibility for having done the reading, to complete all assignments on time and to the best of their abilities, and to actively participate in the class discussion and activities. Students are expected to work collaboratively and responsibly to apply the principles of professionalism. (The NASW Code of Ethics is the standard for professional behavior). A sincere effort to learn and grow are key elements in the development of the professional self and will be evaluated by the professor as part of the student grade. In addition, students will be evaluated on: the practice situation; assuming appropriate responsibilities;



use of consultation sessions; developing professional relationships; demonstrating problem solving process; managing human change and growth process for self and for others; and promoting and advocating for access to empowerment and opportunity. A mid-term and final participation grade which is 20 percent of the total grade will be awarded.

The following standards and indicators, adapted from University of Wisconsin, Whitewater Social Work Program, are the basis on which each student is evaluated:

Performance Standards

- ▶ Plans and organizes work effectively.
- ▶ Turns in assignments complete and on time.
- ▶ Makes arrangements for his/her special needs.
- ▶ Attends class regularly.

Indicators of Concern:

- ▶ Poor organizational skills.
- ▶ Requests for extensions on assignments and exams.
- ▶ Turning in assignments late or incomplete.
- ▶ Multiple absences from class per class syllabus.
- ▶ Multiple absences from field placement.

Conduct/Behavior Standards

- ▶ Demonstrates ability to work cooperatively with others.
- ▶ Actively participates in class discussion groups/role plays.
- ▶ Shows respect for others' opinions.
- ▶ Is open to feedback from peers/faculty.
- ▶ Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic, or national origin, disability, political orientation, sexual orientation, and populations at risk.
- ▶ Conducts him/herself according to the NASW *Code of Ethics*.

Indicators of Concern

- ▶ Appears to create conflict in class which impedes learning and/or building effective relationships.
- ▶ Uncooperative/unwilling to participate in class activities.
- ▶ Consistently late for class, or leaves class early.
- ▶ Consistently late for field placement.
- ▶ Sleeps during class period.
- ▶ Disrupts class process by talking to others.
- ▶ Uses derogatory language or demeaning remarks.
- ▶ Appears unwilling/unable to accept feedback.
- ▶ Monopolizes class discussions.
- ▶ Consistently complains about class workload to the point of impeding class process.
- ▶ Unwilling/unable to develop an understanding of people different from oneself.



- ▶ Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, etc.
- ▶ Physical action directed at clients, faculty, staff or fellow students.
- ▶ Unethical professional behavior (e.g., sexual contact with a client).
- ▶ Academic misconduct.

Emotional Self-Control and Self-Understanding Standards

- ▶ Uses self-disclosure appropriately (e.g., student seems to have an understanding, and has resolved the issue he/she is sharing).
- ▶ Appears to be able to handle discussion of uncomfortable topics.
- ▶ Deals appropriately in class with issues which arouse emotions.
- ▶ Demonstrates an awareness of one's own personal limits.
- ▶ Understands the effect of one's behavior on others.

Indicators of Concern:

- ▶ When engaged in self-disclosure, the student appears to be working through unresolved issues.
- ▶ The student appears to overreact to, or resent feedback (e.g., takes it personally).
- ▶ Appears unable/unwilling to control emotional reactions.
- ▶ Faculty concern regarding possible alcohol/drug abuse, mental health issues.
- ▶ Verbal threats directed at clients, faculty, staff, or students.
- ▶ Demonstrates impaired judgment, decision-making, or problem-solving skills.
- ▶ Consistent failure to demonstrate ability to form effective client/social worker relationship (e.g., shows judgmental attitude).

Communication Skills Standards

Written:

- ▶ Shows consistency in written communication. Written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence.
- ▶ Demonstrates ability to use citations.
- ▶ Demonstrates ability to write effectively in records.
- ▶ Shows command of the English language.
- ▶ Abides by University standards (e.g., plagiarism).
- ▶ Demonstrates use of critical thinking skills.

Indicators of Concern:

- ▶ Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely.
- ▶ Student has many errors in the area of spelling, punctuation, structure, etc., and does not make effort to show improvement.
- ▶ Appears to have plagiarized the work of others.



Verbal:

- ▶ Is able to clearly articulate ideas, thoughts, concepts, etc.
- ▶ Has the ability to communicate clearly.
- ▶ Has working proficiency of the English language even when English is not the student's primary language.

Indicators of Concern:

- ▶ Appears to have difficulty expressing him/herself when speaking.
- ▶ Difficulty communicating so that others can hear or understand.
- ▶ Lacks a working proficiency of the English language when communicating.

Developmental Concern Identification

A second aspect of the DRP is a possible *additional* evaluation, which is presented **only** when Social Work majors (full or conditional status) have been identified as exhibiting behavioral, attitudinal, and/or development concerns in and/or outside the classroom which conflict with the expectations of the profession. This **Developmental Concern Identification (DCI)** will accompany the student's DPR.

Each semester after mid term grades are distributed, faculty meet to discuss any student concerns related to grades and classroom/out of class behavior. For any student for whom a faculty member has identified professional developmental concerns, the procedures listed below will be followed:

1. Conference between the faculty member and the student and with notification of procedures (including notice about the presentation of concerns to other faculty and the student's right to attend, participate, and bring an advocate to the DRP session or to submit a written response to be considered in the discussion). After the review of the information, the student and the student's advocate may be asked to leave the room during faculty deliberations.
2. Faculty presentation at the DRP session will occur at the middle of the semester. Written minutes which identify the faculty recommendations for action will be completed for distribution to all participants, including the student.
3. Based on the recommendations of the faculty, a written contract which designates the criteria for corrective development or rational for dismissal will be prepared by the faculty group. A hand written informal draft will be given to the student on the day of the meeting and a typed mailed copy will be sent to the student within two working days. The mailing address will be provided by the student or taken from the most current listing available. This process will be coordinated by the student's advisor.
4. Students may appeal the contract conditions through the following steps:
 - a. Students may submit a counterproposal within ten (10) working days to the faculty body through the presenting faculty person.
 - b. If there is not satisfactory resolution the student can bring the issue to the Dean of the College of Education and Human Services.



Application for Professional Status (Formal Admission to the Program)

Acceptance and retention into the Social Work program will be based upon an assessment of the student's capability to achieve academic success, the possession of a value base consistent with professional Social Work values and ethics, and the student's interest in and commitment to the profession of Social Work. This is evaluated on a written entrance essay that is submitted to the admissions committee during the semester in which the student is taking SWK 270. For more information, see Appendices A - D.

Upon receiving acceptance into the program (full or conditional), students will sign a Code of Conduct agreement (see Appendix E).

Field Practicum Eligibility

Students who are eligible based upon the required 2.5 GPA, successful completion of all social work courses (SWK 450 may be taken in conjunction with field) as well as SWK 388, will sign a Field Practicum Code of Conduct (see Appendix P).

Professional Clearances

Prior to working with a family in SWK 327, all students must apply for (or show evidence of current) Child Abuse and Criminal clearances (see Appendices F & G). These clearances provide protection to the agencies and families with whom students work. If a student knows of an offense that will show on either clearance, it is imperative that they discuss this with their advisor or other faculty early in the educational experience. Because many agencies require clearances, there will likely be job limitations in the field of social work for a person with a criminal or child abuse record.



Developmental Review Evaluation

Mid-Term/Final Evaluation

Student Name _____

Course _____

Professor _____

Performance (25%): *(Example: Organizational skills, timeliness, etc.)*

Conduct/Behavior (25%): *(Example: Cooperation with others, participation, etc.)*

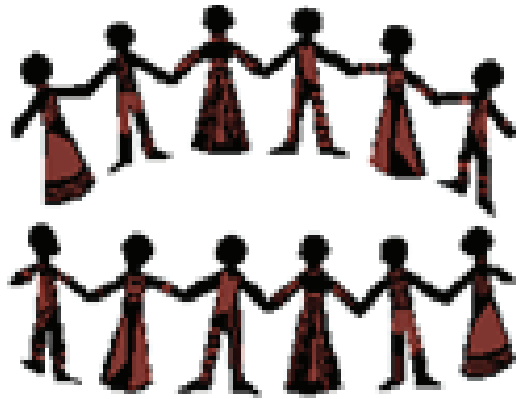
Emotional Self-control (Self-understanding) (25%): *(Example: Self-disclosure, handling uncomfortable topics)*



Communication skills (25%):

Written (consistency and effectiveness in writing)

Verbal (clearly articulate thoughts)



STUDENT RESOURCES

Writing Assistance
Web Site
Department Resource Room
Swataney
Student Social Work Organization (SWO)
Phi Alpha
All Department Meeting
University Day
Scholarship
Emergency Fund
Volunteer Opportunities



STUDENT RESOURCES

In addition to the educational program offered, the Social Work Program has a variety of groups, activities, and resources which enhance the quality of life in the Program for students and faculty alike. The following describes the major events and groups.

Writing Assistance

Writing is an important part of social work. Social workers are writing social histories, recommendations for judges in cases of child maltreatment, court reports and dispositional reports in the corrections field and recommendations for school social worker discharge plans in medical social work. The quality of the writing reflects both on the social work professionals and the organizations that they represent.

Because writing is so integral to social work, it is essential that social work students write well by the time that they reach field placement. If a student doesn't write well, this may restrict the kinds of good learning opportunities that they may have in their field placement, and their recommendation from their field supervisor when they apply for jobs will not be as strong as it otherwise would be.

Following are recommendations to strengthen writing skills while a student is at Shippensburg University. Although the recommendations are grouped according to assessment of one's writing skills, recommendations in one area may be applicable across the board.

Resources available include the Learning Center, Library Lower Level, ext. 1420.

Students with concerns about their writing skills: If students think that their writing is weak (this feedback can come from professors), they should look for opportunities to get remedial help. One excellent source is English Basic Writing a three-credit course that offers individualized writing instruction in a workshop setting. This course can be taken even if a student has completed English 101 and 102. The three credits do not count toward graduation.

Students whose writing skills are adequate: If a student thinks that their writing is neither weak nor wonderful, there are a number of things that they can do. Sign up for English 209 Advanced Composition. This class gives students the opportunity to practice writing and get feedback on their writing. In English 209, the assignments can be social work related. Also, in completing the General Education and minor requirements, seek out those courses which require a lot of writing. Many students avoid these courses, because they are more work than classes with mainly standardized tests, but they offer other opportunities to improve their writing.

Students whose writing skills are already good: If a student's writing is one of their strong points, they may want to not only follow the recommendations in the previous section, but also take other English courses in writing to further sharpen writing skills.



APA Style Documentation

The preferred style of documentation in the Social Work department is APA. Listed below are a few examples. Students are strongly encouraged, however, to purchase the manual for a complete explanation of all types of documentations.

I. Reference citation in text

APA journals use the author-date method of citation; that is, the surname of the author (do not include suffixes such as Jr.) and the year of publication are inserted in the text at the appropriate point:

Rogers (1994) compared reaction times of men over the age of 35.

In a recent study of reaction times, all participants were men over the age of 35 (Rogers, 1994).

If you quote directly from the source, the page number must be inserted following the date: The review of literature “differs significantly from the review of a book” (Hart, 1998, p. 26).

II. Reference List (Reference list should be double-spaced.)

Journal articles

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45 (2), 10-36.

Books

Cone, J. D., & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.

Edited Books

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth*. San Francisco: Jossey-Bass.

Reference to an article or chapter in a edited book.

Massaro, D. (1992). Broadening the domain of the fuzzy logical model of perception. In H. L. Pick Jr., P. van den Broek, & D. C. Knill (Eds.), *Cognition: Conceptual and methodological issues* (pp. 51-84). Washington, DC: American Psychological Association.



III. Retrieval Information: Electronic Sources

The reference must include the date the information was retrieved along with the name and/or address of the source.

Information retrieved from a website:

Electronic reference formats recommended by the American Psychological Association. (2000, October 12). Retrieved October 23, 2000, from <http://www.apa.org/journals/webref.html>.

Journal article retrieved on-line:

Daniel, E.L. (2000). A review of time shortened courses across disciplines. *College Student Journal*, 34, 298-308. Retrieved November 8, 2001 from Ebsocohost.

For further information on how to cite additional electronic sources including dissertations, e-mail, and abstracts, see pp. 268-281 in the *Publication Manual of the American Psychological Association* (5th edition).

This web site will provide links to many relevant sources.
Library (Ask Me Anything): <http://www.ship.edu/~library>

Department Resource Room

The Resource Room serves as a study room and meeting place for Social Work student activities and meetings as well as the “home” for the Department. Social Work journals, NASW membership materials, graduate program information, and job and volunteer opportunities are located in this room as well.

The Resource Room also contains the student mailboxes. Each Social Work major is assigned a personal mailbox. Official communication from the department and/or faculty (i.e., faculty comments on assignments, schedule changes, event announcements) will be placed in the student boxes. Students are responsible for checking their mailboxes regularly for such communication.

Swataney

All students received a *Swataney* in the beginning of their academic career. Students should familiarize themselves with the policies of Shippensburg University found in the handbook.



Student Social Work Organization (SWO)

SWO is a vehicle that can provide students with an opportunity to broaden their understanding, awareness, and learning about current social work issues, as well as offering opportunities to do voluntary community services (i.e., graduate training, area social work agencies, guest speakers on Social Work related topics). Active volunteer community service experiences have been varied and include: clothing drive for the homeless, door-to-door food drives, adopt-a-highway, King's Kettle, and Food Pantry.

SWO often sponsors scheduling workshops to assist students in course selections. Dates and times can be found on the bulletin board. Many students report that these workshops are extremely helpful.

SWO can do many things. It can:

- ▶ be used to carry program development concerns and issues from the Social Work student body to the faculty.
- ▶ be used as a means for social functions or get-togethers.
- ▶ help students become familiar with one another, the program, and information about course selection.
- ▶ be especially helpful to new Social Work students by orienting them to the “culture” of the Department.

SWO is **your** organization. All Social Work majors are members of SWO. One faculty member serves as consultant to SWO to assist the organization in accessing resources and implementing activities. Come to a SWO meeting and sign up. It is a means of having “a say” in your educational process. It can make your involvement with the total Social Work program a more enjoyable and personal experience.

Phi Alpha

Phi Alpha is the National Social Work Honor Society with Alpha Lambda being the Shippensburg Chapter. This society provides students with an opportunity for professional growth and development of leadership skills. Each semester the group carries out a community service project and a fund raiser. Qualifications for membership are 12 semester hours in social work or admission into the professional standing level of the major. A GPA of 3.0 overall and 3.5 in Social Work must be maintained. Each semester, students meeting qualifications will be invited to become members.

All Department Meeting

During the second week of the Fall semester a full Department meeting will be held. All Social Work students and faculty attend. The purpose of the meeting is for new students to meet faculty and returning students to become reacquainted. Department goals for the year are discussed and new or pertinent information will be presented. The time of the meeting will be announced at the beginning of the semester.



Scholarship

Vision for Excellence in Social Work: *A Scholarship Sponsored by the Social Work Advisory Group*

Social Work students who will be in field practicum in the following academic year, are eligible to apply for the \$500 Vision for Excellence Scholarship each Spring. Students are selected that best articulate: a) what they define as excellence in social work practice, b) what they want to accomplish in their careers, and c) what they see as the future of the social work profession.

Applications are placed in eligible student mailboxes in early fall or are available from the department secretary.

Emergency Fund

Over the years there have been a variety of “emergency circumstances” that have arisen for students in our program. These emergencies have included things like: apartment fires and burned textbooks and clothing; expensive car repairs necessary to get to a field placement 25 miles away; unanticipated parking costs at a placement site due to snow emergencies; excess gasoline expenses due to the distance of a field placement; and a need to take the bus home due to a family emergency. In an effort to create a systematic response to student emergency needs we have started an emergency fund.

A student must make a request to Prof. Dara Bourassa, Coordinator of the Fund, or Dr. Deborah Jacobs, Social Work Department Chair, indicating the student’s need and when they plan to repay the debt. Paperwork will be done through the department office. After it is decided how much a student can borrow, a repayment plan form will be completed.

Volunteer Opportunities

There are many volunteer opportunities in the area, and many social work courses require volunteer experiences.

T.O.U.C.H. - (Today’s Organization Utilizing Concerned Humans) is a student organization that has been working toward serving the community for over 20 years. Members gain real life experiences and non-monetary benefits in the following organizations:

Shippensburg University Headstart

This group helps plan and throw holiday parties for the children in Shippensburg’s Headstart Program. Typically, there are two parties per semester and volunteers are notified when a meeting is being held.

Jack & Jill Daycare

This group assists daycare teachers and children in a variety of different activities. Volunteers sign up for a time that is convenient for them and are asked to help out at least once per week.



Hunger and Homelessness

Volunteers carpool on Thursday nights from 6:30-8:00 p.m. to a shelter in Carlisle called Safe Harbors. They babysit children while the parents have counseling.

Lend an Ear

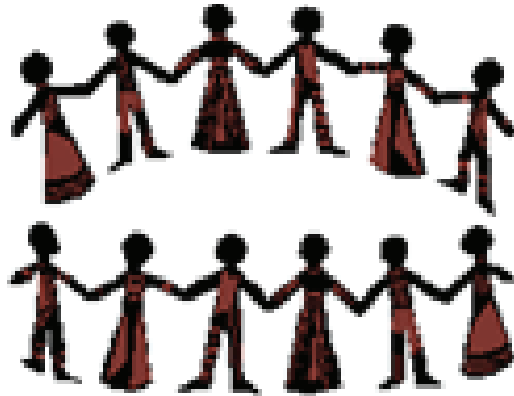
Volunteers travel once per week to a nursing home in Carlisle and visit with the residents for an hour. This organization requires a 2 hour per week commitment from volunteers due to traveling time.

Loysville Youth Development Center

This organization travels to Perry County to tutor adjudicated youth and then engage in some fun activities with the youth. This group leaves the CUB at 5 p.m. and returns at approximately 9 p.m. Volunteers are welcome to sign up for either Tues. or Thurs. nights.

New Visions

This agency is located in Chambersburg. Services are provided at this agency for individuals who have severe mental disorders.



ADVISING

Functions of Advisors
Assignment of Advisors
Transfer Students
Change of Advisors
Student Advisement Files



ADVISING

The Social Work Program places a high value and priority on the advising relationship. The Department was recognized for its commitment to advising in 2005 when it received the Advising Excellence Award. As a professional preparation program, we strive to function as a community that is invested in, and committed to, helping develop our students' potential for entry-level professional Social Work practice. We believe that the advising relationship is centrally important to this process. Unlike the traditional advising arrangement which may be narrowly focused on the "here and now" of course requirements and prerequisites, the role of advising in the Social Work Program has the capacity to take on a vital role in the educational and professional development experience of the students. Students, as well as faculty, must assume responsibility for building the advisor-advisee relationship. Students should view advisors as on-going resources for their growth and development as professionals.

Functions of Advisors

Each student is assigned an advisor from the Social Work faculty who will provide the functions listed below. Each advisor will try to offer each student a formal appointment time at least once every semester in addition to specific scheduling appointments. The advisor will:

- ▶ Assist students in the assessment of aptitude and motivation for a career in Social Work.
- ▶ Discuss career options in the profession.
- ▶ Periodically evaluate performance in the total educational experience.
- ▶ Assume responsibility for contracting and monitoring concerns that arise as a function of the professional development review process.
- ▶ Help to develop resources on behalf of professional development needs.
- ▶ Guide students in selection of courses and in minors that will enhance preparation for beginning professional Social Work practice.
- ▶ Inform students about the process of working with the Field Coordinator faculty member to develop an appropriate field experience.

Assignment of Advisors

Specific advisor/advisee lists will be posted in the Department Resource Room (Shippen Hall 384 B).

External transfer students: The Department Chairperson will work with all such students for the initial evaluation of their transcript, during application to the major and will assist with the first two semesters' schedules. These students will then be assigned to the respective faculty member who serves as advisor for students admitted as Social Work majors for the academic year and will remain with that advisor through the completion of their studies.



Transfer Students

When students transfer into a social work major, they may encounter several challenges. To assist with the transition, the Department Chair advises all external transfer students. So all who come from other colleges and universities work with the chair as the advisor and then, after a year, are assigned to another faculty member.

All transfer students, internal or external, are encouraged to do several things to help make the transition less stressful.

Ten Recommendations for Transfer Students

1. Make the most of your time here.
2. Meet with your advisor to clarify department policies and procedures.
3. Read your student handbook. Check your mailbox at least once a week.
4. See Appendix I for guidelines on critiquing a research article. This is important content that you may have missed from our Social Work and Social Welfare Course.
5. Join SWO – The social work student organization and get involved with their activities.
6. Attend recommended campus activities. Shippensburg University sponsors an incredible array of speakers, which enrich and enhance your classroom-based learning.
7. If you are having difficulty academically, meet with your professors to determine what you need to do to improve. Do not wait – go right away.
8. Become familiar with the campus resources. Use the library, seek assistance at the Learning Resource Center for help with your writing or with study skills.
9. Your advisor may recommend a minor, particular electives, and volunteer activities. Consider these recommendations seriously. They are important to helping you get the most from your education.
10. Earning a social work degree is the path toward becoming a professional. Join the major, join the community of learners, and ultimately join the profession.

Some of the challenges will come simply from the changes you are making by coming in to an entirely new situation. Other challenges may be due to higher academic expectations than you experienced in your previous program. Generally the greatest source of stress, however, comes from trying to rush through the program. Transferring from one institution to another often means that more than four years is needed totally to complete the degree. While the advisors will work with you so you can graduate in a reasonable time, they will uphold academic standards as the primary criteria for advising.



Change of Advisors

The students will remain with the assigned advisor unless there is a change in faculty or the student or faculty advisor successfully uses the grievance system to demonstrate that the student is not receiving appropriate advising.

The grievance system requires a written request for a change of advisor including documentation of perceived inappropriateness of the currently assigned advisor. The request is to be submitted to the department chairperson who will hold individual conferences with the student and faculty person for the purpose of investigating the concern and determining whether a change in advisor is warranted. The results of this decision will be communicated in writing to both the student and the faculty advisor within 10 days of the conclusion of the conferences, or after the chairperson has held a joint conference with all parties involved.

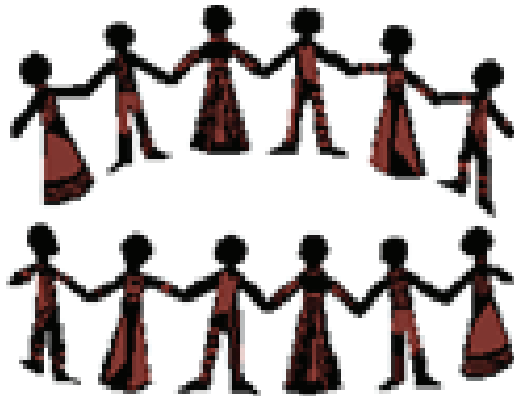
Student Advisement Files

Student advisement files will be kept only in the Department secretary's office and will be maintained by the advisor and Department chairperson. Material on file includes the student's Performance Development Review forms (if applicable), all computer printouts regarding the student, notes from advising conferences, all correspondence between student and advisor, the student's up-to-date checklist used for scheduling, and any course assignments (papers and tests) which faculty deem important to include.

The advising file is open to the student's review upon request to the Department secretary. Each file will be maintained for five years after the student graduates or otherwise leaves the program. At this point it will be destroyed.



FIELD PRACTICUM



FIELD PRACTICUM OVERVIEW

Field Practice as the Major Integration Experience
Field Practicum Objectives
Criteria for Selection of Agencies
Criteria for Selection of Field Instructors



OVERVIEW

Field Practicum as the Major Integration Experience

The field practicum is the culminating experience of the student's undergraduate Social Work Education. Along with the course Seminar in Social Work Methods, the field practicum offers the opportunity to put one's previous years of academic preparation and volunteer experience to work through the integration of theory and practice. Selecting a field practicum area of interest, identifying educational objectives and skill learning needs, and specifying an agency for that learning are very important professional decisions. You will use the Field Work Coordinator to assist you and to guide you throughout the selection process in the Preparation for Practicum course (SWK 388).

The practicum placement selection process begins when you have completed all required courses successfully (C or better). You will complete a Learning Needs Profile (see Appendix J) as the initial application process for placement. This procedure is spelled out in this manual.

The placement itself assures that you have practice experience as a generalist practitioner. Certain types of practice, such as working with individuals, families, or groups may vary in the degree with which you will be assigned practice tasks. The agency placement resources from which one may choose include a variety of fields such as: children and youth services, health care, mental health, drug and alcohol, corrections, domestic violence, residential youth care, public education and aging. Students will receive individual field instruction from a qualified professional at the agency.

In order to develop an effective practicum experience several separate but interrelated selection processes occur. The Field Work Coordinator has direct responsibility for finding and approving agencies for potential practicums and for screening and approving identified field instructors at the agencies. These procedures are spelled out below.

Typically an agency, a student, a faculty or any combination could initiate an interest for a practicum partnership. Once the Field Work Coordinator is informed of an interest, he/she would contact the agency and/or field instructor to explore that interest. Then the agency and the field instructor are asked to complete the **Agency Information Form and the Professional Profile for Field Instructors** respectively (see Appendices K & L). These are forwarded to the Field Work Coordinator for review and approval. Once approval is received the **Letter of Agreement for Field Practicum Among Agency/Firm, Student and University** (see Appendix N) is agreed upon and signed.

NOTE: The Field Coordinator will have final approval concerning all field practicum placements. Field Practicums are offered only in the Fall and Spring.

14. The Field Work Coordinator will review the Agency Information Form as well as talk with the field agency representative to determine appropriateness and compatibility. It is the responsibility of the Field Work Coordinator to approve or not approve an agency for a practicum opportunity.
15. The agency has the prerogative to discontinue its participation for interim periods or completely. It also has the right to choose those students whose learning needs can be met with agency resources available. The agency can refuse to accept a student for practicum.



Field Practicum Learning Objectives

The field practicum is an integral part of the curriculum in social work education. It engages the student in supervised activities, providing practical experience in the application of theory and skills acquired in all foundation areas. The objective of the practicum is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker. (CSWE Curriculum Policy Statement)

Following the direction of CSWE, the Social Work Program at Shippensburg defines the **Learning Objectives of Field practicum:**

- ▶ to achieve mastery of competency outcomes at a professional entry-level
- ▶ to provide for experience in generalist practice
- ▶ to provide exposure to and appreciation of the “vocational realities” of social work
- ▶ to increase professional identity with social work
- ▶ to increase professional self-evaluation and practice evaluation
- ▶ to increase ability to understand and use professional supervision
- ▶ to increase commitment to professional self-development
- ▶ to increase ability to integrate theory and practice

Criteria for Selection of Agencies

1. Placement settings need to be selected to provide students the opportunity to practice from the base of the generalist perspective that they have developed from the practice sequence. Agency must be located no more than (approx.) 65 miles from Shippensburg University. Exceptions for distanced agencies must include that the agency field instructor will attend the Field Instructor’s Training.
2. Field instructors need to be familiar with the educational objectives, outcomes and philosophical foundations.
3. Agencies need to be consistent with social work values and ethics concerning professional service delivery activities.
4. The field practicum must be viewed as an individualized integrative learning experience by all involved. Practice opportunities need to be provided to the student by the agency that are consistent with identified learning needs of the student, particularly as they relate to the outcomes.

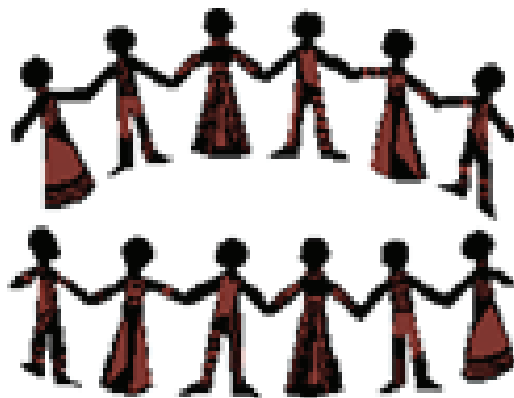


5. Field practicum performance must be evaluated on the basis of criteria consistent with the generalist perspective definition of practice and particularly in relation to the stated competence outcomes as conceptualized by the program. A student should not be evaluated solely on the ability to deliver a particular agency's services.
6. The availability and activity level of the agency needs to insure to the student sufficient quality opportunities to allow for a minimum of 450 hours of practicum experience acknowledged by the program as related to program objectives.
7. The agency needs to insure the provision of field instructor(s) in terms of availability to work consistently with the student for integration of educational objectives. This is **not** an agency supervision function, but rather a teaching, mentoring function. The agency should allow field instructors time to attend the orientation, training seminars, curriculum development and integrative learning-supervisory conferences with students and faculty liaisons.
8. When practicums are arranged with an agency in a field of service in which there are standard setting bodies, the agency should qualify for membership.
9. The policy setting body, administration, and staff of the agency should have respect for and support professional education as evidenced in the objectives and educational focus of the field practicum program. They should be willing to undertake individually and collectively the responsibilities of a teaching agency. This would include the provision of field instructors; authorized activities for students; provision of adequate work space, telephones, dictating facilities, supplies, transportation costs, practice space and an orientation process.
10. The agency should be prepared to accept the guiding principle that the placement of more than one student at a time is highly desirable from an educational point of view. It provides a model for collegial learning and support for students.
11. The organization of the practicum setting must be such that its basic program can be maintained and developed without reliance on students. An exception may be made when it is necessary to create a setting in which students, on a planned and time limited basis, provide basic services not currently offered by an established social agency.
12. The agency must be willing to participate in a mutual evaluation process involving agency, student and program to monitor the quality and effectiveness of the experience for the student as well as the compatibility of the experience with program objectives.
13. Selection of the agency can be initiated by the agency, the student, faculty or any combination thereof. Completion of an **Agency Information Form** (See Appendix L) is required as the initial step in the selection and approval of an agency for a practicum. This is completed and sent to the field work coordinator for review.



Criteria for the Selection of Field Instructors:

1. The availability of qualified field instruction is essential to practice integration. The field instructor's approaches must be congruent with the generalist mission of the program and they must support and understand the concept of practice integration.
2. The field instructor may be chosen from the staff of the agency setting or may be allocated by the social work program.
3. The field instructor must have time available separate from the normal job function that allows for access to the student to focus with the student on the learning objectives for the practicum. A **minimum of one hour conference per week** for the student-instructor conference is required. Operational-duty supervision is understood to be part of the day to day activities of the instructor with the student. It is expected that an instructor could adjust time availability to the individualized learning needs of the student, within reason.
4. Assessment of the field instructor's qualifications takes into account professional education, commitment to the values of the social work profession, competence in practice, interest and competence in teaching, and willingness to participate in training seminar given by the program.
5. The field instructor must have the recognition and the support of the agency and the program as a field instructor to assure the clarity of role and function in relation to the student's learning.
6. When a field instructor is not a social worker, the social work program has an obligation to insure the basic planning and evaluation of the practicum experience. The teaching contribution of non-social work field instructors are carried out by a social work faculty through additional agency staff or faculty arrangements.
7. The field instructor must be willing to complete a mid term and a final evaluation (see Appendix Q) on the student and to involve the student directly in the evaluation process.
8. The field instructor is required to attend orientation sessions and training seminars given by the program to insure their familiarity with the program mission, curriculum, and learning objectives for students.
9. The field instructor will complete a **Professional Profile** (see Appendix K) outlining their credentials and experiences. This will be forwarded to the field work coordinator for review and approval to insure their qualifications are appropriate for social work practice integration.



FIELD PRACTICUM APPLICATION, ROLES, & RESPONSIBILITIES

Procedures for Applying for Field Practicum
Application Process for Seniors
Roles of Each Participant
Responsibilities of Each Participant



APPLICATION

Procedures for Applying for Field Practicum

The ongoing Professional Development Review process, the use of educational objectives in each course, advising, and student learning and volunteer experiences are mechanisms that support the student's preparation for field practicum. The Field Work Coordinator maintains a placement resource file for students to explore when interested. Also, the Field Work Coordinator is available for consultation and assistance at any point in the educational process of the students that they choose to consult.

The department offers the field practicum and seminar courses in the Spring and Fall semesters only. Seminar in Social Work Methods is taken concurrently with Field Work I and II for a total of 15 credit hours. Planning early for the placement is both wise and professional.

Application Process for Seniors:

The following outline explains the steps and procedures necessary to gain a practicum placement:

- Step 1 : All required courses and other designated courses must be successfully completed with at least a C or better.
- Step 2 : Student must have a 2.5 GPA in order to be eligible for a practicum placement. Students may petition the department's faculty for an exception.
- Step 3 : Students who are seeking to go into their practicum placement and do not have a 2.5 or above GPA must petition in writing to the Social Work Faculty a request for exception to this policy. Student must include justification for their requests.
- Step 4 : SWK 388 Preparation for Field Practicum must be successfully completed during the semester immediately prior to the semester in which the student is to do his or her field practicum.

The Learning Needs Profile (see Appendix J), information about agency resources, practicum process, expectations, concerns, etc. will be provided in this course.

Preparation for Field Practicum class will also include the following steps:

- Step 5 : Students will arrange for individual appointment(s) with the coordinator or designee to discuss their learning needs and what agencies exist to match with those needs. Students are encouraged to use the resource and expertise of the field work coordinator. From these appointments potential agency placements will be identified. The coordinator will provide the student with names and phone numbers for the student to arrange an initial interview with the agencies.
- Step 6 : The coordinator will forward copies of the student's Learning Needs Profile to the relevant agency(ies) for their review, prior to any scheduled interview. A cover letter will accompany the profile, describing the dates for the practicum and the day for Seminar that semester.



Step 7 : The student will arrange interview appointments with the respective agency to discuss learning needs and to discover what resources the agency(ies) have to offer. The main intention is to seek a match of learning needs and agency resources. The agency representative will determine agency willingness and ability to meet the learning needs. The Field Work Coordinator will serve as a mediator between the student and the agency in the event of questions, obstacles or exceptions.

Mutual agreement between the agency and the student is necessary for the placement to be confirmed by the Field Coordinator.

Step 8 : The student will report to the Coordinator after the interview(s). If the agency is in agreement and the student is in agreement and the coordinator can additionally assure that the student's needs potentially can be met with that particular agency, the coordinator will confirm the placement with the agency and the student.

Step 9 : The Coordinator will present the list of students and their respective placements, to the faculty for their review and preparation for either field instruction or field liaison duties.

If there are any serious concerns or doubts expressed by faculty based on knowledge of student and/or agency this would be discussed with the student and changes may be made.

Step 10 : The Coordinator will send a Letter of Agreement (see Appendix N) to the agency as well as a letter confirming the placement providing relevant dates, times and any other expectations. The student is expected to also communicate with the agency of choice as well as any others they explored as potential choices to inform them of their choice. This is seen as a matter of professional courtesy.

Step 11 : The Coordinator will develop a master list of all placements designating field instructors, agencies, faculty liaisons, students with addresses and telephone numbers. This will be distributed to all concerned as well as kept on file.

FIELD PRACTICUM ROLES AND RESPONSIBILITIES

Roles

Field Practicum Coordinator - the SU social work program faculty member who is primarily responsible for the overall organization of field placements. This role is held by one faculty member who is appointed by the Department Chair.

Student - a social work major student who has successfully completed all required prerequisite social work (C or better) and general education courses and is enrolled in the field practicum semester.



Agency Field Instructor - the social worker who has been approved by the department through the field practicum coordinator and has agreed to supervise a field practicum student placed within his/her agency for a designated semester.

Faculty Liaisons - the SU social work program faculty members who serve as the link between specific students and agency placements during a given semester. The faculty members in these roles may change from semester to semester as designated by the Department Chair.

Responsibilities

In order for the field practicum objectives to be met and the process to be carried out, it is essential that the roles and responsibilities be clearly defined for those involved. The following lists clarify role expectations.

Expectations of the Field Practicum Coordinator:

- ▶ Maintain compliance with CSWE standards and quality of practicum experience.
- ▶ Screen, review and approve agencies for practicum placements according to established standards and criteria for agency selection.
 1. Receive and process agency requests for student placements.
 2. Explore new agencies to satisfy special learning needs of students and special program developments.
 3. Develop and maintain professional working relationships with agencies.
 4. Screen, review and approve the field instructors designated by the approved agencies.
- ▶ Mediate the students' selection of an agency for practicum.
 1. Arrange a meeting for all prospective practicum students the semester prior to their actual practicum semester.
 2. Meet with each student as part of a group and individually during the semester to review expectations and to review the student's learning needs.
 3. Help the student gain feedback from other faculty about their learning needs. The advising system and the structure of competency rating will be an important base for this.
 4. Mediate the choice of the student by considering interests and assessed needs of the students and the resources of available agencies. Maintenance of agency information files for students' use is part of this responsibility.
 5. Direct student to agencies for interviews. If a choice is not approved, direct student to other agencies.
 6. Act as mediator to resolve any initial concerns or questions between the agency and student.



7. Present the tentative placement assignments to the Faculty for consultation.
 8. Assign faculty liaison to various agencies.
 9. Confirm final arrangements between the student and the agency. Complete the Letters of Confirmation and Agreement with Agency.
- ▶ Administrative responsibility for structuring and organizing meetings and seminars for orientation and training of field instructors, and faculty liaison.
 - ▶ Membership on the Social Work Program & Gerontology Advisory Council and subcommittee about field practicum.
 - ▶ The coordinator will have quarter-time to discharge these roles and responsibilities.

Expectations of the Student

- ▶ Participate responsibly in the selection of the field practicum site.
 1. Complete the Learning Needs Profile (See Appendix J) by the designated due date.
 2. Meet with field work coordinator to discuss the profile and choices of agencies.
 3. Make appointments with and visit agencies to determine feasibility and to clarify working agreements.
 4. Keep the coordinator informed about the process.
 5. Confirm final choice with coordinator and with agencies visited.
- ▶ Fulfill time requirements for the practicum.
 1. There are 15 weeks, for a total of 450 clock hours. The specific days and hours will be determined by the agency's service structure and agreed upon by the social work faculty, program, agency and the student.
 2. The student will follow the agency calendar and is entitled to agency holidays. Any time lost due to illness or for other reasons must be made up. If additional hours are not put in during any week, a plan for compensatory time should be arranged. The student is to negotiate with the agency whether and when academic spring vacation will be taken.
- ▶ Arrange for transportation.
 1. Have a responsible plan for getting to agency site regularly and on time.
 2. Clarify if the use of own auto is needed for the field practicum. If needed, then adequate public liability auto insurance is expected.



- ▶ Comply with agency standards and requirements.
 1. Honor the dress code.
 2. Fulfill all commitments made and complete all assigned tasks.
 3. Keep the agency informed of relevant events and transactions.
 4. Show due respect to agency property, agency rules and regulations, agency staff, and agency clients.
 5. Obtain practice liability insurance.

- ▶ Actively engage in the field practicum experience for advancing own learning.
 1. Use the experience consciously to develop knowledge, values, and skills.
 2. Make use of supervision and structured conferences.
 3. Be responsible for developing initiative, independence, and responsibility. “Ask, do not always wait!”
 4. Develop openness and sharing of feelings, opinions and ideas.
 5. Develop critical professional self assessment and system assessment.
 6. Develop a strong commitment to the quality of client service delivery.
 7. Apply professional values and ethics as the code of conduct.
 8. Develop abilities for practice integration.
 9. Relate and share learning experiences from seminar and the practicum with the field instructor and faculty liaison.

- ▶ Complete a mid term and the final evaluation instrument (see Appendix Q) of your learning and your competency development with your field instructor and discuss this with the faculty liaison.

- ▶ Fulfill requirements for Seminar in Social Work Methods
 1. Attend the seminar sessions regularly and be on time.
 2. Complete all assignments in a professional and timely manner.
 3. Participate in seminar discussion by relating practicum experiences and knowledge contents.

- ▶ Make an oral presentation (see Appendix S) at the end of the practicum to a group of faculty, students, agency representatives and other invited guests. This is to provide feedback about the four year program as well as about the practicum and your overall learning.

Expectations of the Field Instructor

In many instances the most important learning tool available to the practicum student is the practicum field instructor. The field instructor has the multi-task of being a “teacher in the field,” a supervisor, a mentor, and a professional role model.



The following are the minimum tasks expected from the field instructors who have been approved by the Social Work Program and who have agreed to supervise a field practicum student placed within his or her agency for a designated semester:

▶ Administrative Tasks

1. Complete the Professional Profile (See Appendix K) and forward it to Coordinator.
2. Interview each student and reach agreement with coordinator regarding acceptance.
3. Attend the field instructors training.
4. Provide adequate space and physical facilities for student.
5. Develop a plan for student assignment, including:
 - a. Structure a workload of reasonable volume and complexity with focus on the individual learning needs of student.
 - b. Provide a variety of assignments that permit depth and breadth. Involvement with various methods, that respond to the identified learning needs of the student.
 - c. Provide students with opportunities in practice as early as possible.
6. Negotiate with the student a mutually agreed upon learning contract regarding the student's learning needs and the agency expectations.
7. Structure a **regular** supervisory-learning conference **time weekly, minimum of one hour**, with a mutual agenda from both the field instructor and the student.
8. Include the student in ongoing operations of the agency, such as staff meetings, workshops, agency conferences, board meetings.

▶ Orientation

1. Provide an orientation to the agency and the respective functions of its components.
2. Provide the student with opportunities to visit community resources which are used by the agency and the clients.
3. Provide the student with opportunities to attend training sessions and workshops available to the agency or others.
4. Recommend readings that are appropriate for the student and the particular agency.

▶ Training and Instruction Tasks

The field instructor should provide the following information for the student.

1. Agency information
 - purpose, function, policies and procedures
 - related legislation and social issues
 - staffing, budget, funding, treatment approaches
 - interdisciplinary structures.



2. The student's functions
 - role, responsibilities and assignments
 - client management
 - written reports and recordings
 - professional conduct
3. Skill development
 - a. *Demonstrate critical thinking (problem solving)*
 - Clarifying the goal in problem-solving.
 - Revisiting the definition of the problem.
 - Stating assumptions that are being used.
 - Reviewing data.
 - Analyzing the process.
 - Considering the implications of the outcome.
 - b. *Manage Interactional Skills*
 - The skills of listening, questioning, reflecting, summarizing, confronting, interpreting, and informing.
 - Development of a climate that encourages interaction through the skills of support crisis intervention.
 - Development of a climate that makes people comfortable in new and strange situations.
 - Conscious efforts to make appropriate connections between theory and practice.
 - Knowledge of core interactional skills.
 - Effective application of core interactional skills.
 - Ability to build on client strengths.
4. Practice integration
 - Developing an ability to relate specific theory that underpins effective practice.
 - Increasing capability for analytical assessment and for differential planning.
5. Use field instruction effectively
 - Aid in the development of trust, sharing and questioning.
 - Develop initiative, provide feedback, be creative.
 - Prepare agenda, attend conferences.
6. Strengthen professional values and ethics
7. Evaluations
 - Provide student with ongoing feedback on performance and learning. Use concrete examples, identify problems as soon as they are noted and document.
 - Conduct a mid term and a final evaluation in which the student participates using the Field Evaluation Instrument format. (See Appendices Q & R). All significant others should have input. The mid-term and final evaluation is mailed



to the school by an agreed upon date. Both mid term and final evaluations should be written up and copies provided to the student and to the social work program.

8. Coordination with the Social Work Program

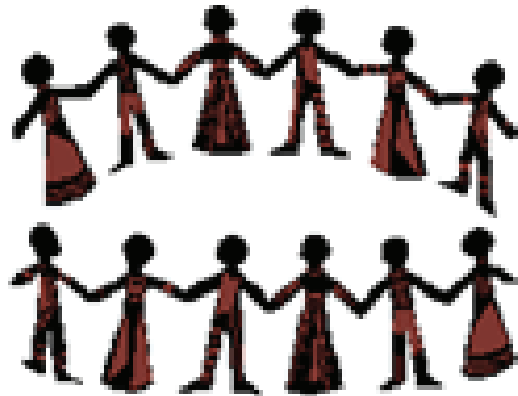
- Share information on student's progress with faculty liaison.
- Signal any particular problems for joint discussion with liaison and student.
- Completion of Agency Information Forms and Field Instructor Professional Profile (see Appendices K & L) and updating as needed.
- Attend orientation and training seminars to become familiar with program mission, curriculum, faculty, resource, field practicum objectives expectations and procedures.
- Examine and develop abilities as a field instructor
- Provide feedback to the program and to assist in developing policy and procedures.

Expectations of the Faculty Liaison

- ▶ Coordinate relationships among the program, field agency, and student.
- ▶ Work with assigned students in a semester with respective agencies.
- ▶ Meet with agency field instructors to coordinate program/agency efforts for practice integration for the student.
 1. Provide field instructor with information on student's learning performance and assess learning needs.
 2. Review content of practicum manual.
 3. Consult with field instructor in identifying individualized learning needs of student and any obstacles in meeting them.
 4. Clarify and mediate between field instructor, student and or program when there are indications of a student not meeting expectations.
- ▶ Meet with field instructor and student in conference to review and evaluate the learning agreement, goals, progress and problems. This will entail a **minimum of two such planned visits - the first within the first two weeks and the second at mid term.**
- ▶ Meet separately with the student as is necessary.
- ▶ Participate in and share in the responsibility for structuring and presenting the orientation and training seminars for field instructors.



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- ▶ Arrange for student evaluation (see Appendix Q) of the agency in which they did their practicum and return the evaluation to the field practicum coordinator.
 - ▶ Assist in the structuring of oral presentations.
 - ▶ Work closely with field practicum coordinator regarding use of field agencies and field instructors.
 - ▶ Serve as a professional consultant to agencies when mutually agreed upon by university, faculty person and the agency.
 - ▶ Provide evaluative feedback to the field practicum coordinator about the placements such as appropriateness of the agencies and field instructors, the need for orientation, or the need for training.



FIELD PRACTICUM

IMPORTANT

INFORMATION

Faculty Field Instruction
Resources Available to Students
Grievance and Appeal Rights of Students
Orientation and Training Seminars for Field Instructors
Seminar in Social Work Methods
Oral Presentations



FIELD PRACTICUM IMPORTANT INFORMATION

The Faculty Field Instruction

- ▶ A faculty field instructor will be necessary when appropriate professional social work supervision is not available and yet the use of the agency is deemed an educational advantage for a student; or under certain arrangements with specially selected agencies.
- ▶ In either situation the faculty field instructor is expected to:
 1. Be responsible for 3-10 students in a given semester.
 2. Be available to students a specified day every week.
 3. Coordinate with agency the assignment of work loads for student.
 4. Work closely with the agency task supervisor who will continue to have administrative responsibility for the work load of student.
 5. Be responsible for the learning of the student as spelled out under Agency Field Instructor section of this manual.
 6. Coordination with task supervisor so that procedures prescribed for field instructors can be met.
 7. Provide feedback to student, prepare and sign midterm and final evaluations (see Appendix Q) with input from task supervisor and significant others.

Resources Available to Students in Selecting Field Practicum Agencies

There are a variety of sources of information available to students as they go through the process of selection of a site for field practicum. These sources should be used in combination with discussion with your advisor and the field coordinator. They include:

- ▶ Field Practicum Agency Information Forms - these documents provide data regarding the respective agency services and location. They can be accessed through the field coordinator (see Appendix L).
- ▶ Student Evaluations of Placement - these are reports from previous students which reflect their opinions about the quality of the placements. These can be accessed through the field coordinator.



- ▶ Field Scrapbooks - each semester students put together a scrapbook which describes in words and pictures information about the agency and its services. These are kept in the resource room for students to review.
- ▶ Complete Listing of Placements - the field coordinator maintains a file of all approved agency placements which includes the above documents and any other information that may have been obtained about the placement including agency location and contact person(s).

Grievance and Appeal Rights of Students

If a student is dissatisfied with the placement they may indicate that to the field instructor and/or to the faculty liaison. Consideration will be given to their concerns and with appropriate justification, a new placement will be sought. This would be arranged by the field coordinator who makes the final decision.

Upon the instance that a student disputes an evaluation by the field instructor and or the faculty liaison which then results in failure of the field practicum or removal from an agency, that student may request an appearance before the social work faculty which includes the field coordinator and the department chair. The students are expected to present an opinion on the matter and may also have someone present for additional representation or support. (The student would have the right to appeal the decision of the committee to the Dean).

Orientation and Training Seminars for Field Instructors

It is expected and required that the field instructors attend orientation and training seminars presented by the program. The intent of these sessions is to inform and advise field instructors as to program mission and history, program objectives, educational outcomes, field work objectives, field work procedures, roles and responsibilities, rights and evaluation techniques. Additionally and significantly, these sessions provide a time for professional consultation and development as a field instructor both from faculty and from agency colleagues. Field instructors and faculty are encouraged to suggest ideas for and participate in, the training seminars.

Child Welfare Education for Baccalaureates (CWEB) is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare and fourteen undergraduate social work degree programs. The goal of the program is to strengthen public child welfare in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania's sixty-seven public child welfare agencies. Qualified persons may receive financial support in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency following their studies.



Seminar in Social Work Methods (SWK 391)

For practice integration, the seminar is offered in conjunction with field practicum. The course allows for a review and an accounting of the educational outcomes both on a theoretical and experiential level. Students are encouraged to use the seminar to discuss their practice experiences in their placements and to evaluate those experiences using knowledge, values, skills and self based upon information. Field instructors are encouraged to have students take situations from the agency and use the seminar group as a thinking resource to serve in effect as consultants and colleagues.

The seminar is a three hour credit course. Papers are required and an agency-based research project is required. The seminar is team taught by the faculty serving as faculty liaison or faculty field instructors for that semester.

Oral Presentations

The Social Work & Gerontology Department developed a tradition of requiring students to make a presentation about their educational process (see Appendix S). Faculty, agency representatives, students, and other interested persons are invited.

The objectives of the oral presentations are to:

- ▶ Formalize the ending process for the student as they are entering beginning practice.
- ▶ Celebrate the completion of a significant aspect of their professional educational experience.
- ▶ Provide feedback to the upcoming students concerning their professional development with encouragement for future growth.
- ▶ Provide feedback to agency personnel, faculty and upcoming students concerning the particular placement experiences.
- ▶ Provide role modeling for students still in the program, giving them some sense of the future.
- ▶ Provide faculty and agency personnel insight into various supervisory and practice activities provided to different students in various agencies.



APPENDICES

