

Bachelor of Social Work

Student Handbook



Shippensburg University Department of Social
Work and Gerontology

Table of Contents

College of Education and Human Services	4
Department Programs	5
BSW Program Mission, Goals, and Objectives	5
Competencies	7
CSWE Competencies	7
Curriculum	11
Common Minors for BSW Majors	12
Interdisciplinary Gerontology Minor	13
Admission & Retention	14
Admissions Process.....	14
Declaring Social Work as a Major	14
After Declaring Social Work as a Major	14
Professional Clearances	15
Developmental Review Process	15
Course Performance Review.....	16
Course Performance Review Standards & Indicators	17
Developmental Concern Identification	18
Grade Appeal	20
Advising	20
Advisor Functions	20
Advisor Assignment	20
Changing Advisors	20
Student Advisement Files	21
myShip Portal	21
Identify your faculty advisor	21
Register for classes	21
Degree Audit	21
Recommendations for Success	21
Child Welfare Education for Baccalaureates (CWEB)	22

Eligibility Requirements.....	22
Shippensburg University Selection Criteria	22
Process for Shippensburg University Students	22
CWEB Process for Spring and Fall Graduates	25
Student Resources	26
myShip	26
Writing	26
Citations	26
Plagiarism	26
Department Resource Room	26
Swataney	26
Student Clubs	26
Robert L. Hewitt Vision Scholarship for Excellence in Social Work	28
Student Emergency Fund	28
Senior Presentations.....	28
Social Work Online and Social Media	29
Appendix A: Prerequisites for Social Work Class.....	30
Appendix B: Code of Conduct	31
Appendix C: BSW Program Sample Plan.....	32
Appendix D: BSW Program – Planning Guide	33
Appendix E: BSW Requirements for Graduation	34

This section provides an overview of the college and department.

College of Education and Human Services

The Department of Social Work and Gerontology is part of the College of Education and Human Services of Shippensburg University. In addition, the college is home to the following departments:

- Counseling & College Student Personnel
- Criminal Justice
- Educational Leadership & Special Education
- Exercise Science
- Military Science
- Teacher Education

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.

Objectives

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:

- Develop a strong background in their chosen field of study
- 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
- Translate knowledge from the basic disciplines into practical application to specific human and behavioral problems
- Demonstrate a knowledge of and sensitivity to human understanding and individual differences
- Model an understanding of ethical standards and result in life-long responsibility for professional behavior
- Develop an evolving professional attitude which will result in life-long learning
- Provide resources and educational experiences in computing and information technology for use as a personal and professional tool

Commitment to ethical practice

The professions of Counseling and College Student Personnel, Criminal Justice, Educational Leadership and Policy, Exercise Science, Military Science, Teacher Education and Social Work/Gerontology 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, and institutions than individual disciplines acting in isolation.

Standards of ethical conduct

The standards of ethical conduct for social workers are as follows:

- Honor and dignify ourselves and others
- Value differences among and between us
- Advocate for and act to attain social justice
- Use discretion vested in the privileges of our positions appropriately
- Perform our jobs at the highest standards
- Uphold the trust of those with whom we work
- Respect the work of other professionals

Department Programs

The Department of Social Work & Gerontology houses three programs.

1. The undergraduate social work program is a fully accredited program by the Council on Social Work Education (CSWE) which offers a BSW degree.
2. The Gerontology Program offers an undergraduate minor in gerontology.
3. The Millersville & Shippensburg collaborative Masters in Social Work (MSW) Program is fully accredited by CSWE.

BSW Program Mission, Goals, and Objectives

The BSW 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).

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 degree involves a total of 120 credit hours with a base of 55 credit hours required in social work courses. The balance of credits is comprised of liberal arts content which includes: University required skills courses, categories of knowledge courses generally referred to as general education courses (or Gen Eds), 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, including our own MU-SU MSW program. Our social work alumni have served to provide effective feedback and support for our program over the years. Many serve on our Advisory Council and/or belong to our social media sites.

Mission

The mission of the Shippensburg University BSW program is to provide preparation for entry level social work practice and/or graduate study. This program includes (1) a curriculum grounded in generalist practice that is consistent with the profession's purpose and values; (2) a special emphasis on the practice of social, racial, economic, and environmental justice and (3) involvement and leadership in the practice community from the local to the global.

Definition of the Generalist Approach

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Educational Goals

1. To prepare students to use the generalist approach to become a competent entry-level social work practitioner and/or to prepare students for graduate study in social work.
2. To provide leadership about diversity and human rights issues to the University and the region in order to work towards greater inclusion and social justice.
3. To collaborate with the practice community for mutual professional growth and development, with an emphasis on regional partnerships.

Competencies

In order to fulfill the educational goals and in accordance with the CSWE accreditation standards, the course of study is organized by 9 social work competencies that are integrated throughout the curriculum. Each course in the major highlights particular competencies that most closely relate to the course purpose. The competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for practice.

“Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors” (CSWE EPAS, 2022, p. 8).

The competencies are listed in the following section.

CSWE Competencies

Competency 1: Demonstrate Ethical & Professional Behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage In Practice-informed Research & Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.



Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Curriculum

The curriculum design reflects the educational mission, goals and competencies of the program to prepare students for entry-level generalist social work practice and graduate study. Our curriculum is in keeping with CSWE educational policy standards which state:

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally (EP 1.0, pg. 14 of the 2022 EPAS).”

Additionally, CSWE standards identify the following values of social work: Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession’s commitment to respect all people and the quest for social, racial, economic, and environmental justice (EP 1.0, pg. 14 of the 2022 EPAS). All of these values plus the 9 competencies are represented in the courses and further described in the university catalog.

See the Appendix for a Curriculum Planning Checklist used with advising students to keep account of requirements and the students' development. This checklist identifies all courses required in the BSW Program. See the university [course catalog website](#) for detailed descriptions of the courses. There is a liberal arts base reflected in the General Education (G.E.) requirements. Students must successfully complete all required courses before they are eligible to do the field practicum. Students should work with their academic advisor to plan coursework.

Every social work student will complete a 12 credit field practicum experience (internship), along with a 3 credit seminar course during their final semester before graduation. Students are assisted with the process of securing a placement when they take the course, SOWK388, Preparation for Practicum. More details about the field process and policies can be found in the BSW Student Field Manual.

In accordance with CSWE requirements, the Shippensburg University BSW program does not give social work credit for a student's life experience or previous work experience.

Social work students take these courses:

SOWK 102 - Social Work in Social Welfare

SOWK 150 - Human Relations Lab

SOWK 250 - Assessing Individuals in the Social Environment

SOWK 265 - Understanding Diversity for Social Work Practice

SOWK 270 - Social Work Practice with Individuals

SOWK 375 - Social Work Skills for Working with Groups

SOWK 327 - Social Work Practice with Families

SOWK 340 - Assessing Organizations and Communities in Society

SOWK 360 - Research Techniques for Social Workers

SOWK 370 - Social Work Practice with Organizations and Communities

SOWK 420 - Gender Issues for Helping Professionals

SOWK 450 - Social Welfare Policies and Services

SOWK 388 - Preparation for Practicum

SOWK 462 - Seminar in Social Work Methods

SOWK 460 - Field Work in Social Work I

SOWK 461 - Field Work in Social Work II

Common Minors for BSW Majors

An academic minor enriches the educational experience and enhances a student'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 and our courses often overlap with related minors so you can often count social work courses towards a minor. Currently, there are over thirty minors available. The full list of minors and their respective requirements can be found in the university undergraduate catalog and [website](#).

Some of the minors that may be most helpful to social work majors are:

- Communications
- Disability Studies
- Ethnic Studies
- Gerontology
- International Studies
- Political Science
- Psychology
- Sociology
- Spanish
- Technical/Professional Communications
- Women and Gender Studies

Interdisciplinary Gerontology Minor

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.

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.

Completion of the Gerontology (Aging) Minor requires a minimum of 18 credits. You will take two core 3-credit courses: Introduction to Gerontology (GERT 100) and a required Gerontology internship experience (GERT 301 or 303) and 12 credits of related electives. This internship will be geared towards your particular interest area. 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.

Importance of gerontology

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.

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

Admission & Retention

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.

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 as you move through this exciting and challenging experience.

Admissions Process

The process of admission to the BSW Program reflects the professional nature of the department's educational mission. In accordance with CSWE requirements, the Shippensburg University BSW program does not give social work course credit for a student's life experience or previous work experience.

Declaring Social Work as a Major

A first-year student who is applying to the university may request to be a social work major without any previous college level work. Internal transfer students (those who are already SU students in another major or undeclared) and external transfer students (from another college/university) need to have at least a 2.0 in order to change their major.

Internal transfer students should complete a request to change their program of study through myShip and complete the BSW Orientation (or meet with the BSW Program Director) to declare Social Work as a major. External transfer students will work with the Admissions Office to declare a major but may also contact the BSW Program Director to talk about the major.

After Declaring Social Work as a Major

Once you declare social work as your major, orient and prepare yourself by completing these tasks:

- Read the National Association of Social Worker (NASW) [Code of Ethics](#)

- Visit the [department website](#)
 - Attend a social work orientation meeting
 - Read the University Policy on [Academic Integrity](#)
 - Study American Psychological Association (APA) [formatting rules](#)
 - Volunteer
 - Attend a Social Work Organization (SWO) meeting
 - Introduce yourself to your academic advisor
-

Professional Clearances

Social work agencies often require that you submit clearances, such as child abuse and criminal history clearances, for employment and internships. In order to help students plan All social work students complete a field practicum (internship) during their final semester in the BSW program. In the semester prior to the field practicum, students enroll in Preparation for Practicum, SOWK 388 and will complete clearances at this time.

Child abuse or criminal convictions

Students who have indications of child abuse or criminal conviction are not prohibited from becoming a social work major but will need to meet with the BSW Program Director and potentially other faculty members to discuss how it could affect their social work education and career, if at all.

If a student knows of an offense that will show on either clearance, it is imperative that they discuss this with their advisor and BSW Program Director early in the educational experience. Because many agencies require clearances, there may be job limitations in the field of social work for a person with a criminal or child abuse record.

Clearances Reminder

Keep a copy of your clearances for future use. For information about how to obtain your clearances, please visit the [Department of Human Services website of Pennsylvania](#).

Developmental Review Process

Accreditation standards require that social work programs have policies and practices for terminating a student's enrollment in the social work program for reasons of academic and professional performance (CSWE, 2022). The Shippensburg University BSW program prepares students for professional practice and/or graduate study. Therefore, it is 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 BSW 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 this Handbook.

The Course Performance Review and Developmental Concern Identification are used as methods to ensure personal and professional behavior have been established by the BSW program.

Course Performance Review

There are two possible components that may be used as part of the Developmental Review Process. The first is the Course Performance Review (CPR), which is presented to all students in each social work course in which they are enrolled. 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 development, 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.

The standards and indicators were adapted from University of Wisconsin's Whitewater social work program and are the basis on which each student is evaluated.

Course Performance Review Standards & Indicators

Performance Standards	Indicators of Concern
- Plans and organizes work effectively - Turns in assignments complete and on time - Makes arrangements for special needs - Attends class regularly	- Has poor organizational skills - Requests extensions on assignments and exams - Turns in assignments late or incomplete - Has multiple absences from class per class syllabus - Has multiple absences from field placement
Conduct & Behavior Standards	Indicators of Concerns
- Demonstrates ability to work cooperatively with others - Actively participates in class discussion groups/role plays - Shows respect for others' opinions - Open to feedback from peers/faculty - Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnicity, national origin, disability, political orientation, sexual orientation, gender identity and populations at risk - Acts according to the NASW Code of Ethics	- appears to create conflict in class which impedes learning and/or building effective relationships - is uncooperative/unwilling to participate in class activities - is consistently late for class, or leaves class early - is 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 - is unwilling/unable to develop an understanding of people different from oneself - uses discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, gender identity, etc. - uses physical action directed at clients, faculty, staff or fellow students - demonstrates unethical professional behavior - violates academic misconduct policies
Emotional Self-Control & Self-Understanding Standards	Indicators of Concern
- uses self-disclosure appropriately (e.g., student seems to have an understanding, and has resolved the issue is shared) - appears to be able to handle discussion of uncomfortable topics	- 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)

• 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	• 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 judgement, decision-making, or problem-solving skills • consistent failure to demonstrate ability to form effective client/social worker relationship (e.g., shows judgmental attitude)
Written Communication Skills Standards	Indicators of Concern
• 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	• 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 Communication Skills Standards	Indicators of Concern
• 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	• 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 Developmental Review Process is a possible additional evaluation, which is presented only when Social Work majors or students in social work classes 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, see Course Performance Review Standards and Indicators for details. This Developmental Concern Identification (DCI) will be added as a supplement to the student's Developmental Review Process.

Periodically, faculty discuss student concerns related to grades and behavior. For any student for whom a faculty member has identified professional development concerns, one of the two procedures listed below will be followed:

- The presenting faculty member and/or student's advisor will meet with the student to discuss concerns. Concerns will be documented in the student's academic file. OR
- A meeting between the faculty member identifying the concern and at least two other faculty members will occur. The student will receive written notification of procedures at least 3 business days before the meeting occurs. The notification will include information about the presentation of concerns to other faculty, the student's right to: attend, participate, bring an advisor, such as a family member or friend and to submit a written response to be considered in the discussion.

At the meeting, the concerns will be presented and the student will have an opportunity to discuss. At the conclusion, the student and the student's advisor (if applicable) will be asked to leave the room. Faculty will then discuss recommendations for the student which will then be taken to the full faculty for review and approval.

The role of the student's advisor is as follows (please note: advisor does not refer to the student's academic faculty advisor. It is someone that the student chooses to bring along to the meeting):

- To advise the student prior to the meeting.
- To accompany the student to the meeting for support and consultation. The advisor shall not directly participate in the meeting, e.g., by asking questions or responding to questions, but they may interact privately with the advisee.
- To advise the student that they have the right against self-incrimination. Refusal to speak or answer questions at the meeting shall not be interpreted as evidence of being "in violation."

Social work faculty will then develop a written plan that designates the criteria for corrective development or rationale for dismissal or revocation of professional status. This plan must be approved by the majority of social work faculty members and will then be distributed in writing within 2 business days after approval to the student. The student must then sign and return the plan within 5 business days.

The plan can include, but is not limited to, things such as recommendations for:

- Working with the Learning Center
- Meeting with a professional therapist
- Enrolling in or repeating specific courses
- Meeting regularly with academic advisor or another faculty member

Students who wish to appeal the plan should submit the request in writing (email is appropriate) to the BSW Program Director within 5 business days of receiving notification of a decision. An appeal meeting with the student and faculty will be scheduled within 30 business days of receiving the request. The student will receive the result of the appeal meeting within 15 business days after the meeting occurs. Further appeals will be submitted through the College of Education and Human Services Dean's office.

Grade Appeal

The BSW program follows the SU policies and procedures for grade appeals. Please see the SU Undergraduate Catalog for instructions.

Advising

The social work program places a high value and priority on the advising relationship. Over the years we have maintained a strong advising program and added new features to respond to student need. As a professional preparation program, we strive to function as a community that is invested in and committed to helping to develop our students' potential for entry-level professional social work practice. We believe that the advising relationship is centrally important to this process. 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.

Advisor Functions

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
- evaluate performance periodically 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 Education Director to develop an appropriate field experience

Advisor Assignment

All student advisors are full-time faculty members within the department. The advisors are assigned on a rotating basis to ensure equitable distribution of students to the faculty members. You can find out your advisor by contacting the department secretary or through the [myShip website](#). New majors will receive an email notifying them of their assigned advisor.

Changing Advisors

The students will remain with the assigned advisor unless there is a change in faculty or the student requests a change of advisor by contacting the department chair.

Student Advisement Files

Student advisement files will be kept electronically using SU's secure system and will be maintained by the advisor and Department chairperson. The advising file is open to the student's review upon request to the Department Chairperson.

myShip Portal

The [myShip portal](#) allows students to identify who their advisor is, register for classes, and audit their degree progress.

Identify your faculty advisor

Your advisor can offer advice on completing your degree, provide valuable experience with social work, and other guidance. From portal home page, select Student > My Academics, then click My Advisor in the My Student Resources section.

Register for classes

Identify the classes you plan to take during the semester. Then, meet with your advisor to obtain a registration pin. From portal home page, select Student > My Academics, then click Add or Drop Classes in the Registration Tools section.

Degree Audit

Degree Audit shows completed and remaining classes for your degree. From the portal home page, select Student > My Academics, then click My Degree Audit in the My Student Resources section.

Recommendations for Success

Students are encouraged do several things to help make the most of the social work major.

- Make the most of your time here.
- Meet with your advisor to clarify department policies and procedures.
- Read your student handbook. Check your email every weekday.
- Get to know the resources available at the learning center.
- Join the Social Work Organization (SWO) – the social work student organization and get involved with their activities.
- Attend recommended campus activities. Shippensburg University sponsors an incredible array of speakers, which enrich and enhance your classroom-based learning.
- 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.
- Become familiar with the campus resources, such as the library, Counseling Center and PAGE Center.
- 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.
- 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.

Child Welfare Education for Baccalaureates (CWEB)

Child Welfare Education for Baccalaureates (CWEB) is 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 67 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.

Eligibility Requirements

Eligibility for CWEB is based on the following:

- acceptance as SW major at approved school with at least junior status
- recommendation from social work faculty at enrolled school
- current resume
- valid U.S. driver's license
- academic transcripts (minimum 2.5 GPA)
- personal statement of interest
- application to CWEB on the University of Pittsburgh Child Welfare Education and Research Programs [website](#)

Shippensburg University Selection Criteria

CWEB selection criteria for Shippensburg students are as follows:

- availability of CWEB positions
- date of application
- overall Quality Point Average (QPA) of 2.5 or higher
- completion of SOWK 262, Introduction to Child Welfare Practice, with a grade of B or higher
- student involvement/community participation
- feasibility of completing coursework for CWEB experience
- copy of the personal statement of interest from the CWEB application on the [University of Pittsburgh Child Welfare Education and Research Programs website](#)

Process for Shippensburg University Students

Talk to CWEB Coordinator

This discussion will include an overview of the CWEB Program as well as reviewing eligibility requirements, contractual requirements, selection criteria, and availability of field placements in local Child Welfare agencies.

Talk to your advisor

Student should discuss their plans to apply for the CWEB program with their advisor and plan their coursework accordingly (see tables below). Specifically, the student needs to decide whether they will be completing the 925-hour version of the CWEB program, which includes 525 hours completed during the summer prior to graduation; or whether they will simply be completing the required 400-hour internship during their final field semester. (There are significant benefits- including financial benefits- to completing the 925 hours and most students choose this option. See the [CWEB website](#) for more information.) Students should complete a CWEB application via the online application at the University of Pittsburgh Child Welfare Education and Research Programs website. This application can be completed at any time in the CWEB application process before students submit their materials to the CWEB coordinator.

Update your resume

Social Work Faculty as well as the Career Development Center are available to assist students in updating their résumé.

Submit your application

All applications should be submitted to the Social Work faculty for approval. Applications are generally due in early November of the fall semester. Fall graduates should apply to CWEB during the fall semester the year before their graduation (i.e. two semesters prior to graduation). Spring graduates should apply to CWEB during the fall semester of their junior year (i.e. three semesters prior to graduation). A completed application packet must include the following:

- copy of your résumé
- copy of the four personal statement responses to the online application questions regarding your interest in child welfare (provided on the [CWEB website](#))
- copy of your driver's license

After approval

Once your Shippensburg CWEB application has been approved, the following will occur:

1. The Social Work Faculty CWEB Coordinator will complete the Faculty Recommendation Form and discuss each application with the Field Practicum Coordinator.
2. Social Work Faculty CWEB Coordinator will e-mail the completed application, résumé, and Faculty Recommendation Form to the CWEB Coordinator, at the University of Pittsburgh and request a confirmation e-mail reporting successful receipt of the materials.
3. The student should contact the PA CWEB Coordinator, at (412) 624-6305, or by e-mail to confirm that their application information was received and to emphasize their interest and commitment to CWEB.
4. The student will be informed, usually by letter, from the PA CWEB Coordinator, of the decision regarding acceptance.
5. If the student is accepted, the student will receive additional information from CWEB that needs to be completed and returned promptly. This includes the CWEB contract, a copy of the student's driver's license and social security card, employment forms, and demographic information.

6. Students who plan to do CWEB must take the Preparation for Practicum Course the spring semester prior to their completing any CWEB hours. This means that if the student plans to complete the 525 summer hours prior to their 450-hour internship, then they must take the Preparation for Practicum course during the spring semester that precedes those summer hours. Spring graduates who complete summer hours prior to their senior year must take the Preparation for Practicum course during the spring semester of their junior year. Spring graduates who do not plan to complete the 525 summer hours can take the Preparation for Practicum course during the fall semester prior to their spring field semester. Fall graduates simply take the Preparation for Practicum course during the spring semester prior to their fall internship and graduation.
7. The student should apply for a field placement in a public child welfare agency while enrolled in Preparation for Practicum in coordination with BSW Field Director.
8. The student should complete the County Social Casework Intern application on the [PA Civil Service website](#). The student must check the county that they are interested in working during application process.
9. When applying to the PA Civil Service make sure to turn in the completed application within 20 days after starting the application.
10. If student is interning in a civil-service county and will complete 975 hours the student is eligible to opt out of taking the civil service exam.
11. Some counties require that students take the civil service exam. Students can take the exam up to three months before graduation. To do this go to the [civil service website](#) and apply for the County Caseworker exam. Students will then be directed to schedule a date and time to take the exam. The closest exam site to the university is Harrisburg.
12. The student should complete child abuse, state police, and FBI clearances if not already completed within the past year. There is a cost associated with these.
13. CWEB will arrange for payment of the student tuition for the final two semesters of the student's BSW program after all required paperwork is returned. CWEB pays only in-state tuition, thus out of state students will be responsible for the difference between in-state and out of state tuition.
14. CWEB will arrange for payment of eligible stipends as follows:
 - Payment of \$680 for four months each semester, for a total of eight payments, usually paid at the end of each month. (Payment may vary depending on internship schedule).
 - Reimbursement or payment for books and supplies for the child welfare course. Original receipts are required.
 - Students who complete the Civil Service Social Casework internship of 975 hours will receive a bonus cash award upon graduation equaling approximately three \$680 monthly stipend payments. For some students this may mean that they will not be receiving a stipend during the completion of their summer CWEB hours.
15. The student and their Agency Supervisor will document the completion of their field hours. 450 field hours are required to complete field. 975 hours are required to complete the Civil Service Social Casework Intern Program, which qualifies students to be hired as a caseworker two and lets them skip the civil service exam.
16. Students take the Seminar class along with their field placement.

17. All CWEB students are required by the PA County CYS agencies to complete the Foundations training course as a part of their internship. For most students, this training takes place during the summer prior to their internship as a part of their 525 summer hours. Students not completing summer hours may also be able to take the training during their field semester.
18. All CWEB students sign a legally binding contract requiring them to secure employment in a Pennsylvania public child welfare agency within 60 days after graduation. Employment may be in the agency at which the student completed their internship, but may be at any other Pennsylvania county agency willing to offer employment.
19. Students who fail to complete their contractual agreement to complete their field placement, graduate and accept employment in a public child welfare agency for a one-year period are obligated to repay the full amount of all tuition, fees, stipends, and books and supply expenses paid to the student or on the student's behalf during their enrollment in the CWEB Program.
20. Students participate in ongoing evaluation of the CWEB Program to provide valid and reliable information to the program to effectively evaluate the program and to ensure future funding.

CWEB Process for Spring and Fall Graduates

You must complete SOWK262 with a B or better (this course is sometimes offered in winter term) before or during the same semester as applying to CWEB.

CWEB Process for Spring Graduates

Junior Year:

1. Fall Semester: Apply to CWEB Program
2. Spring Semester: Prep for Practicum
3. Summer: Complete 525 Summer Hours

Senior Year:

4. Fall Semester: Final Semester of Coursework
5. Spring Semester: Field Semester and Graduation
6. Summer: Begin Employment at CYS Agency

CWEB Process for Fall Graduates

Junior Year:

1. Fall Semester: Apply to CWEB Program
2. Spring Semester: Prep for Practicum
3. Summer: Complete 525 Summer Hours

Senior Year:

4. Fall Semester: Field Semester and Graduation
5. Spring Semester: Begin Employment at CYS Agency

Student Resources

The following resources will help you complete your BSW degree.

myShip

Throughout your time at Shippensburg University, you will be using the myShip portal to view your degree progress, register for classes, and other functions. See the Advising section for instructions on use of the [portal](#).

Writing

Social workers write things such as: social histories, recommendations for judges in cases of child maltreatment, court reports and dispositional reports in the corrections field, discharge plans in hospitals, treatment plans in behavioral health settings and program descriptions. The quality of the writing reflects both on the social work professionals and the organizations that they represent.

Students may want to consider the [Technical and Professional Communications Minor](#) to enhance their writing skills, or use the following resources:

- [Writing Studio](#)
- [Learning Center](#)

Citations

The required style of documentation in the Social Work department is American Psychological Association (APA). Examples can be found in the [Ezra Lehman Library citing guide](#), or the [Purdue University Online Writing Lab](#).

Plagiarism

The BSW Program follows the SU Academic Dishonesty Policies and Procedures. Please see the [University website](#) for more information on academic dishonesty and plagiarism and/or the Swataney for related definitions and procedures.

Department Resource Room

The Resource Room serves as a study and meeting room. You will also find some social work journals, NASW membership materials, graduate program information, job and volunteer opportunities in the Resource Room.

Swataney

Students should familiarize themselves with the official policies of [Shippensburg University Student Handbook](#) (Swataney). This handbook applies to all university students, regardless of their major. It outlines the rights and responsibilities of being a student at Shippensburg University.

Student Clubs

These clubs can assist you in broadening your social work experiences and professional network.

Social Work Organization

The Social Work Organization (SWO) provides 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). All social work majors, and students interested in social work, may become members of SWO. Officers of SWO and Phi Alpha represent the student body at faculty meetings on a regular basis. Faculty members serve as advisors 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.

Volunteer community service experiences have included clothing drives for the homeless, door-to-door food drives, Inclusive parties, and Relay for Life. In addition, SWO supports social work majors by contributing to Senior Presentations and hosting Social Work Month (March) events. This club is recognized by the Shippensburg University Student Senate and has a Facebook page.

SWO can:

- be used to carry program 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

Phi Alpha

Phi Alpha is the National Social Work Honor Society with Alpha Lambda being the Shippensburg Chapter. This society fosters professional growth and development of leadership skills. Phi Alpha carries out service projects and fundraisers. The requirements are as follows:

- 12 semester hours in social work or admission into the professional standing level of the major
- GPA of 3.0 overall and 3.5 in social work must be maintained

Please see the club advisor or officer for more information about how to join.

Social Work Research Club

The Social Work Research Club is open to any BSW student. Students and the advisor plan and implement a research study that is completed over the academic year and then present results, providing a fun way to learn more about conducting and presenting research. The club has presented at poster sessions of the Annual Program Meeting of CSWE and at numerous on-campus research conferences.

Shippensburg Gerontological Organization

The Shippensburg Gerontological Organization (SGO) provides an opportunity for students who are interested in the field of aging to gain volunteer experience and share their interest with other students. The SGO is open to all Shippensburg students.

Robert L. Hewitt Vision Scholarship for Excellence in Social Work

The Social Work Advisory Council of the Department of Social Work and Gerontology created and sponsors a scholarship fund over a decade ago to support the educational efforts of outstanding BSW students. The scholarship was renamed to honor Dr. Robert L. Hewitt, a beloved professor in the department for over 20 years. BSW students who will be in field practicum in the current academic year are eligible to apply for the scholarship. Students are selected by who best articulates:

- What they define as excellence in social work practice
- What they want to accomplish in their careers
- What they see as the future of the social work profession

Eligibility requirements include an overall GPA of 2.5 and 3.0 in Social Work.

Applications are made available to eligible students in fall or are available from the department secretary. Announcement of the recipient usually occurs during Fall Senior Presentations.

Student Emergency Fund

Over the years there have been a variety of “emergency circumstances” that have arisen for students in our program where funds have been provided to students for things like the following: 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.

A student must make a request through their advisor to the Coordinator of the Fund, or Social Work and Gerontology Department Chair, indicating the student’s need and if they can plan to repay the amount.

Senior Presentations

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

The objectives of the senior oral presentations are to:

- formalize the ending process for the student as they enter 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 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

Social Work Online and Social Media

The department maintains a [website](#). Additionally, it has the following social media sites.

- [Facebook](#): Shippensburg University Social Work Programs Alumni
- [Facebook](#): Shippensburg University Social Work and Gerontology Department
- [Instagram](#): shipu_swkgero
- [Twitter](#): @SHIPUSOCIALWORK

Appendix A: Prerequisites for Social Work Class

Class	Prerequisites
SOWK 102 Social Work in Social Welfare	None
SOWK 150 Human Relations Lab	None
SOWK 250 Assessing Individuals in the Social Environment	None
SOWK 262 Introduction to Child Welfare Practice	SOWK102
SOWK 265 Understanding Diversity for SW Practice	None
SOWK 270 Social Work Practice with Individuals	SOWK 102, SOWK 250 Pre-or Co-requisites SOWK 265 & SOWK 150
SOWK 275/375 Social Work Skills for Working with Groups	SOWK 270
SOWK 327 Social Work Practice with Families	SOWK 270
SOWK 340 Assessing Organizations and Communities in Society	SOWK 250 Pre- or Co-requisite SOWK 360
SOWK 347-359 Social Work Electives	SOWK 270; unless noted
SOWK 360 Research Techniques for Social Workers	Pre or Co-requisite is MAT 117 & 250
SOWK 370 Social Work Practice with Organizations and Communities	SOWK 270, SOWK 340
SOWK 388 Preparation for Practicum	SOWK 270; taken the semester before field. CWEB students may take it earlier (see CWEB coordinator)
SOWK 460, 461, 462 Seminar in Social Work Methods & Field Work I & II	Require the completion of all other Social Work classes
SOWK 420 Gender Issues for Helping Profession	SOWK 270 or Junior Status
SOWK 450 Social Welfare Policies and Services	SOWK 270 and PLS 100

Appendix B: Code of Conduct

Department of Social Work and Gerontology - Student Admission Contract – Code of Conduct

The BSW Program at Shippensburg University of Pennsylvania is a professional program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the program must meet the standards set by the Council on Social Work Education (CSWE). The following professional/behavior expectations are based on the NASW *Code of Ethics*, CSWE's accreditation standards for problems encountered in social work education, and the Shippensburg University Student Handbook. Students are expected to also follow the SU student Code of Conduct (Swataney).

- Social work students are expected to uphold and advance the values, ethics, knowledge, and mission of the profession. Social work students should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession. (5.01b, *NASW Code of Ethics*).
- Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness (2.01, *NASW Code of Ethics*).
- Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability (4.02, *NASW Code of Ethics*).
- Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet program requirements will be expected to take appropriate remedial action (4.05, *NASW Code of Ethics*).
- Social work students should not allow their private conduct to interfere with their ability to meet the program's expectations (4.03, *NASW Code of Ethics*).
- Social work students are expected to continue to work on areas of professional growth. If a faculty member refers a student to the Development Review Process it is expected that the student will follow through with the committee's recommendations.
- Social work students engaged in research are expected to follow guidelines developed for the protection of the participants (5.02, *NASW Code of Ethics*; *SU Committee on Research with Human Subjects*).
- Social work students should not participate in, condone, or be associated with dishonesty, fraud, or deception (4.04, *NASW Code of Ethics*).
- Reasonable Accommodations Request: Student in need of some reasonable accommodations of the instructional context are to meet with the instructor to discuss the needs. If the accommodation requires the assistance of personnel, equipment or materials that are beyond those readily provided by the instructor, then the student will be referred to the Office of Disability Services to determine if the student is eligible for additional accommodations.

Statement of Understanding

I understand that although I am admitted to the BSW program at Shippensburg University, if my professional development is not deemed satisfactory by the program faculty through the Developmental Review Process that the program has the right and responsibility to request reevaluation of my suitability for the program. I hereby agree to abide by the standards outlined in the BSW Student Handbook.

Signature

Date

Appendix C: BSW Program Sample Plan

Shippensburg University BSW Program



THIS IS A SAMPLE PLAN. EACH STUDENT WILL DEVELOP AN INDIVIDUALIZED PLAN WITH THEIR ADVISOR.

Fall Semester First Year

Social Work in Social Welfare	SWK 102
First Year Seminar	UNIV 101
Academic Writing	ENG 114
Intro Sociology	SOC 101
Historical Themes	HIS 105

Spring Semester First Year

Human Relations Lab	SWK 150
Intro Human Communication	HCS 100
Human Biology	BIO 150
General Psychology	PSY 101
Applied Statistics	MAT 117

Fall Semester Second Year

Assessing Individuals	SWK 250
Social Work & Diversity	SWK 265
Principles of Macro Econ	ECO 101
US Government & Politics	PLS 100
Literature Course	VARIES

Spring Semester Second Year

Practice with Individuals*	SWK 270
Social Work Research*	SWK 360
Natural World Course	VARIES
Interconnections Course	VARIES
Creativity & Expression Course	VARIES

Fall Semester Third Year

Skills with Groups*	SWK 375
Assessing Orgs. & Comm.*	SWK 340
Natural Work or Tech	VARIES
Elective	VARIES
Elective	VARIES

Spring Semester Third Year

Gender Issues*	SWK 420
SWK Elective*	SWK
Practice with Orgs. & Comm.*	SWK 370
Elective	VARIES
Elective	VARIES

Fall Semester Fourth Year

SWK Policies & Services*	SWK 450
Skills with Families*	SWK 327
Prep for Practicum*	SWK 388 (1 cr.)
Elective	VARIES
Elective	VARIES
Elective	VARIES

Spring Semester Fourth Year

Field Work in SWK I*	SWK 460 (6 cr.)
Field Work in SWK II*	SWK 461 (6 cr.)
Seminar in SWK*	SWK 462 (6 cr.)

Use this guide in collaboration with your advisor, Degree Audit, and the prerequisite list to plan for your individual success.

*Asterisk indicates this course has prerequisite(s)

Appendix D: BSW Program – Planning Guide

Shippensburg University - Social Work and Gerontology Department BSW Program - Planning Guide

Transfer credits _____
 Other credits _____
 Current Semester _____
 Planned credits _____

 Total _____

Student _____
 Advisor _____

 Date _____

This is a tentative plan of study that is contingent upon successful completion of prerequisites. Student must earn a C or better in all social work courses before entering field work.

Semester _____

Semester _____

Semester _____ Credits _____

Semester _____ Credits _____

Semester _____ Credits _____

Semester _____ Credits _____

Credits _____

Credits _____

Notes:

Appendix E: BSW Requirements for Graduation

NAME

CREDITS

ID NUMBER

BACHELOR OF SOCIAL WORK REQUIREMENTS FOR GRADUATION

New Students Beginning Fall 2026



Social work students should decide which classes to take in consultation with their academic advisors. This form should be used in conjunction with Degree Audit, which is the official record.

FOUNDATIONAL SKILLS AND COMPETENCIES (15 CREDIT HOURS)		Grade	Semester
UNIV 101: First Year Seminar (If exempt add course here):			
ENGL 114: Academic Writing OR ENG 115: Advanced Placement Writing			
COST 100: Intro to Human Communication			
HIST 105: Historical Foundations of Global Cultures			
Quantitative (Competency): MATH 117 (Required)			
CATEGORIES OF KNOWLEDGE & UNDERSTANDING (30 CREDIT HOURS)		Grade	Semester
NOTE: NO MORE THAN TWO COURSES FROM THE SAME DISCIPLINE (E.G., BIOLOGY, ART, SPANISH) CAN BE COUNTED			
Interconnections (9 Credits)			
Diversity (At Least 3 Credits)	SOCI 101: Intro to Sociology – Society & Diversity (Required)		
Global Perspective (At Least 3 Credits)			
Foreign Language OR 2nd Course from Above Categories			
Citizenship & Responsibility (6 Credits)			
Citizenship	POLI 100: US Government & Politics (Required)		
Critical Reasoning			
Natural World & Technology (9 Credits)			
Natural World Course 1	BIOL 150: Human Biology or BIOL 100 (Required)		
Natural World Course 2	PSYC 101: General Psychology (Required)		
Technology OR 3rd Natural World Course			
Creativity & Expression (6 Credits)			
Literature (At Least 3 Credits)			
Arts, Creative, OR 2 nd Literature Course			

Notes:

SOCIAL WORK PROGRAM REQUIREMENTS (55 CREDIT HOURS)

Social work course descriptions are in the Undergraduate Student Catalog. Social work majors must earn a "C" or higher in SOWK courses in order to count towards the major.

REQUIRED CORE COURSES (40 CREDIT HOURS; All courses 3 credits unless noted)	Grade	Semester
SOWK 102: Social Work in Social Welfare		
SOWK 150: Human Relations Lab		
SOWK 250: Assessing Individuals in the Social Environment		
SOWK 265: Understanding Diversity for Social Work Practice		
SOWK 270: Social Work Practice with Individuals (pre-reqs: SOWK102 & 250; pre or co-reqs: SOWK 150 & 265)		
SOWK 327: Social Work Practice with Families (pre-req: SOWK 270)		
SOWK 340: Assessing Organizations & Communities (pre-reqs: SOWK250; pre- or co-req: SOWK360)		
SOWK 360: Research Techniques for Social Workers (pre- or co-reqs: SOWK250 & Statistics)		
SOWK 370: Social Work Practice with Organizations & Communities (pre-reqs: SOWK270 & SOWK340)		
SOWK 375: Social Work Skills for Working with Groups (pre-req: SOWK270)		
SOWK 388: Preparation for Practicum (1 credit; completed the semester before field practicum unless CWEB spring graduate)		
SOWK 420: Gender Issues for Helping Professionals (pre-reqs: SOWK270 or junior status)		
SOWK 450: Social Welfare Policies & Services (pre-reqs: SOWK270 & PLS100)		
SOWK Elective: See catalog for social work electives; CWEB students must take SOWK262 Intro. to Child Welfare		
SOCIAL WORK FIELD PRACTICUM (15 CREDIT HOURS completed in final semester)	Grade	Semester
SOWK 460: Field Work in Social Work I (6 credits; pre-reqs: all social work core courses)		
SOWK 461: Field Work in Social Work II (6 credits; pre-reqs: all social work core courses)		
SOWK 462: Seminar in Social Work Methods (3 credits; pre-reqs: all social work core courses)		
FREE ELECTIVES (20-21 CREDITS)	Grade	Semester
Course 1:		
Course 2:		
Course 3:		
Course 4:		
Course 5:		
Course 6:		
Course 7:		

Additional Notes: