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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 BSW 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 in our program, 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 in the community, or with expert 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 and professional you will become as you go through life here at Ship.

The faculty members in the department of Social Work and Gerontology 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.

Dr. Deborah Jacobs, Department Chair

Social Work Program Faculty and Staff

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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.
- 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.

When you become a social work major, complete the following to learn more about the profession, BSW Program, and Shippensburg University.

- Read the NASW Code of Ethics available at the NASW website.
- Visit the SU Social Work website: www.ship.edu/social_work/
- Attend a Social Work Orientation Meeting.
- Read the SU policy on Academic Honesty available at the SU website.
- Purchase a copy of the American Psychological Association or find a reliable source of APA formatting rules, such as the OWL at Purdue University.
- Attend a workshop about APA style at the SU Learning Center.
- Volunteer!
- Attend a Social Work Organization meeting
- Introduce yourself to your academic advisor
GENERAL

The Department of Social Work & Gerontology & BSW Program Background
BSW Program Mission, Goals & Objectives
Core Competencies & Practice Behaviors
College of Education & Human Services
THE DEPARTMENT OF SOCIAL WORK & GERONTOLOGY & BSW PROGRAM
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 (CSWE) which offers a BSW degree. The Gerontology Program offers an undergraduate minor in gerontology. The Millersville & Shippensburg collaborative Masters in Social Work (MSW) Program began in the Fall of 2006 and is fully accredited by CSWE. This handbook provides information primarily about the BSW program.

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 Facebook group for alumni.

BSW PROGRAM MISSION, GOALS AND OBJECTIVES

Mission
The mission of the Shippensburg University BSW program 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 human rights; 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.

CORE COMPETENCIES AND PRACTICE BEHAVIORS

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, p. 7).

Note: The word “client” is used throughout these descriptions and may refer to an individual, family, group, organization or community.

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
• demonstrate professional demeanor in 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: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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 and College Student Personnel, Criminal Justice, Educational Leadership and Special Education, Exercise Science, Military Science and 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. Students demonstrate ethical practices related to common social behavior and legal issues.

**Objectives of 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.

**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. 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 standards;
Upholding the trust of those with whom we work;
Respecting the work of other professionals.
CURRICULUM
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Curriculum Planning Sheet
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Minors of Interest to Social Work Students
The Interdisciplinary Gerontology Minor
CURRICULUM OVERVIEW

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 (CSWE 2015 EPAS, p.5):

“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 and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally” (CSWE EPAS, p. 5).

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. All of these values plus the 9 competencies described in the previous section of this handbook are represented in the courses and further described in the university catalog.

Following is the Curriculum Planning Checklist used with advising students to keep account of requirements and the students’ development. This checklist identifies all of the courses required in the BSW Program. See the university course catalog for detailed descriptions of the courses. http://www.ship.edu/catalog/ 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. Other than approved field practicum during the senior year, no credit is given for practice experience. Students should work with their academic advisor to plan coursework.

1 The Shippensburg University BSW Program is functioning under the 2015 CSWE EPAS Please see http://www.cswe.org to review the full text of the Educational Policy & Accreditation Standards.
### CURRICULUM PLANNING CHECKLIST
#### Social Work Majors
**Effective Fall 2016**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Advisor</th>
<th>Student SU ID#</th>
<th>Minor, if declared</th>
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#### Year 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>completed/grade</th>
<th>Year 3</th>
<th>Semester 5</th>
<th>completed/grade</th>
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<tbody>
<tr>
<td>S.W. in Social Welfare (102)</td>
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<td>SW Skills for Working w/ Groups (275/375)</td>
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<tr>
<td>Writing Intensive 1st-Yr Sem. (114)</td>
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<td>Assess. Orgs. &amp; Communities (340)</td>
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<tr>
<td>G.E. E: Intro. to Sociology (101)</td>
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<td>G.E. B.:</td>
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<tr>
<td>G.E. C: Human Biology (150)</td>
<td>( / )</td>
<td>Free Elective</td>
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<tr>
<td>Hist. Fdns. of Global Cultures (105)</td>
<td>( / )</td>
<td>Free Elective</td>
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</table>

#### Semester 2

| Human Relations Lab (150) | ( / ) | Gender Issues for Helping Prof. (420) | ( / ) |
| Intro. to Human Communication (100) | ( / ) | SWK Elective4: | ( / ) |
| G.E. E: General Psychology (101) | ( / ) | S.W. Practice with Orgs. & Comm. (370) | ( / ) |
| Thinking Hist.in a Global Age (106) | ( / ) | G.E. C: | ( / ) |
| G.E. B: | ( / ) | Free Elective | ( / ) |

#### Year 2

| Semester 3 | | Year 4 | Semester 7 | |
|------------|----------------|--------|------------|-
| Assessing Individuals (250) | ( / ) | S.W. Policies and Services (450) | ( / ) |
| Understanding Diversity (265) | ( / ) | SW Skills for Working w/Families (327) | ( / ) |
| G.E. D: US Gov.’t & Politics (100) | ( / ) | Preparation for Practicum (388, 1 cr.) | ( / ) |
| G.E. B: | ( / ) | Free Elective | ( / ) |
| Applied Statistics (MAT117) | ( / ) | Free Elective | ( / ) |
| | | Free Elective | ( / ) |

#### Semester 4

| S.W. Practice with Indiv. (270) | ( / ) | Field Work in SocialWork I (389/460, 6 cr.) | ( / ) |
| Research Techniques for SW (360) | ( / ) | Field Work in Social Work II (390/461, 6 cr.) | ( / ) |
| G.E.C: | ( / ) | Seminar in Social Work Methods (391/462, 3cr.) | ( / ) |
| G.E.D3: | ( / ) | | |
| G.E.A: | ( / ) | | |

Developmental Courses (if applicable):  Dev. Math ( / )  Dev. Read. & SS ( / )  Basic Writing ( / )

**NOTE:** These courses do not count toward the total number of credits required for graduation.

Required Social Work Courses are underlined.

1Some students, based on placement testing, will be required to take English 113 before English 114. English 113 will count as an elective. English 114 is the SU Writing Requirement.

2This requirement must be met by social work majors even if the student tested at the advanced level in the math placement test.

3Economics course recommended if student is interested in obtaining an MSW. ECN 101 or 102.

4CWEB 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.
### CURRICULUM 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.

<table>
<thead>
<tr>
<th>Semester</th>
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## Required Prerequisites

<table>
<thead>
<tr>
<th>CLASS</th>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>SWK 102 Social Work in Social Welfare</td>
<td>No Prerequisites</td>
</tr>
<tr>
<td>SWK 150 Human Relations Lab</td>
<td>No Prerequisites</td>
</tr>
<tr>
<td>SWK 250 Assessing Individuals in the Social</td>
<td>No Prerequisites</td>
</tr>
<tr>
<td>Environment</td>
<td></td>
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<tr>
<td>SWK 262 Introduction to Child Welfare Practice</td>
<td>SWK102.</td>
</tr>
<tr>
<td>SWK 265 Understanding Diversity for SW Practice</td>
<td>No Prerequisites</td>
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<tr>
<td>SWK 270 Social Work Practice with Individuals</td>
<td>Prerequisites are SWK 102, SWK 250 Pre-or Co-</td>
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<tr>
<td></td>
<td>requisites SWK 265 &amp; SWK 150</td>
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<tr>
<td>SWK 275/375 Social Work Skills for Working with</td>
<td>Prerequisite is SWK 270</td>
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<tr>
<td>Groups</td>
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<tr>
<td>SWK 327 Social Work Practice with Families</td>
<td>Prerequisite is SWK 270</td>
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<tr>
<td>SWK 340 Assessing Organizations and Communities in</td>
<td>Prerequisites are SWK 250 &amp; 360</td>
</tr>
<tr>
<td>Society</td>
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<tr>
<td>SWK 347-359 Social Work Electives</td>
<td>Prerequisite is SWK 270; unless noted in the</td>
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<td>catalog</td>
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<tr>
<td>SWK 360 Research Techniques for Social Workers</td>
<td>Prerequisite is SWK 250</td>
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<tr>
<td></td>
<td>Pre or Co-requisite is MAT 117</td>
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<tr>
<td>SWK 370 Social Work Practice with Organizations</td>
<td>Prerequisites are SWK 270, SWK 340</td>
</tr>
<tr>
<td>and Communities</td>
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<tr>
<td>SWK 388 Preparation for Practicum</td>
<td>Prerequisite is SWK 270; Taken the semester</td>
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<tr>
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<td><strong>before</strong> field. CWEB students may take it earlier</td>
</tr>
<tr>
<td></td>
<td>(see CWEB coordinator).</td>
</tr>
<tr>
<td>SWK 389/460, 390/461, 391/462 Seminar in Social</td>
<td>Require the completion of all other Social Work</td>
</tr>
<tr>
<td>Work Methods &amp; Field Work I &amp; II</td>
<td>classes</td>
</tr>
<tr>
<td>SWK 420 Gender Issues for Helping Profession</td>
<td>Prerequisite is SWK 270 or Junior Status</td>
</tr>
<tr>
<td>SWK 450 Social Welfare Policies and Services</td>
<td>Prerequisites are SWK 270 and PLS 100</td>
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MINORS OF INTEREST TO SOCIAL WORK STUDENTS

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 (most minors are 18 credit hours). 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:

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

THE INTERDISCIPLINARY GERONTOLOGY MINOR

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.

With the assistance a geriatric enrichment grant received from the John A. Hartford Foundation and the Council on Social Work Education, students have more than one avenue to learn about social work and aging:

- Throughout the social work curriculum
- Interdisciplinary Minor in Gerontology

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 an additional 120 hours. 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: Social Work Elective: Aging
- DS 100: Introduction to Disability Studies
- ECO 317: Health Economics
- ESC 200: Lifestyle Management
- ESC 250: Introduction to Kinesiology
- ESC 352: Psychology of Physical Activity
- PSY 352: Adult Development and Aging
- PSY 420: Health Psychology
- PSY 422: Social Psychology of Aging
- PSY 435: Psychopharmacology
- PSY 447: Multicultural Health Psychology
- SOC 320: Sociology of Disability
- SOC 344: Sociology of Death
- SOC 369: Medical Sociology
- SOC 371: Social Dynamics of Aging
- SOC 445: Sexuality and Sexual Orientation: A Social Approach

Selected Topics from any department with an aging-related theme

**Conclusion**

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
Admission and Retention Procedures
Professional Clearances Policy
Volunteer Services Policy
Professional Status Policy and Procedure
Developmental Review Process (DRP)
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 BSW 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 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 BSW Program 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.

It should be noted that, in keeping with CSWE accreditation standards, the Shippensburg University BSW program does not grant academic credit for life or work experience.

There are two steps in the admissions process for social work majors. The first step is to meet the requirements to declare social work as a major. The second step occurs once you become a social work major and is called the professional status process.

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 meet the grade point requirements listed below that correspond to the number of credit hours they have earned to be considered for admission.

<table>
<thead>
<tr>
<th>If you have:</th>
<th>You need:</th>
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<tbody>
<tr>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>0-30</td>
<td>2.2 grade point average</td>
</tr>
<tr>
<td>31-59</td>
<td>2.4 grade point average</td>
</tr>
<tr>
<td>60+</td>
<td>2.5 grade point average</td>
</tr>
</tbody>
</table>

Internal transfer students should complete a “Change of Major/Minor” request online at ship.edu and attend a Social Work orientation meeting (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. Students not accepted due to space limitations may reapply to the major during the next semester.
Students with a GPA below the required level may petition the BSW Program Director to be admitted into the major if they have taken 3 social work courses and received a B or higher in those courses. Any exceptions to this policy must be approved by the BSW Program Director and Department Chair.

**PROFESSIONAL CLEARANCES POLICY**

Social work is a profession that requires professionals who have demonstrated consistent ethical and lawful behaviors. In order to maintain professional standards and help students plan for their future careers, all students are required to obtain clearances when they become social work majors and once again when they are enrolled in Preparation for Practicum SWK 388. In addition, most social service agencies require these clearances in order to volunteer and several social work classes require volunteer service.

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 whether the social work profession is appropriate and how it could affect their social work education and career. 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 BSW Program Director 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.

Bring the originals of the following clearances* to the department secretary (room 382, Shippen Hall) **within 60 days** of when you turn in your Change of Major form to the BSW Program Director. The secretary will make a copy and return the originals to you. PLEASE KEEP A FOLDER OF YOUR ORIGINAL CLEARANCES - You may be asked to present them to agencies when you volunteer. It is not the policy of the department to make copies for you from the copies we have on file, so please keep them in a safe, readily accessible location. For the most up to date information about how to obtain clearances, visit the department website [http://www.ship.edu/social_work/](http://www.ship.edu/social_work/).

If you have obtained these clearances within the past year, you may provide copies of these to the office instead of completing the process again.

1. **ACT 151 (CHILD ABUSE HISTORY CLEARANCE)** - $10 Fee/Free for Volunteers
   Request online: [https://www.compass.state.pa.us/cwis/public/home](https://www.compass.state.pa.us/cwis/public/home)

2. **ACT 34 (CRIMINAL RECORD CHECK)** - $10 Fee/Free for Volunteers
   Request online: [http://epatch.state.pa.us](http://epatch.state.pa.us).

*STUDENTS WHO RESIDE OUTSIDE OF PENNSYLVANIA: You may need to complete the child abuse history clearance and criminal record check for your state. Please talk to the
BSW Program Director. There are links for Maryland and New Jersey procedures on our website.

**VOLUNTEER SERVICES POLICY**

This policy is effective for students who declare social work as a major since Fall 2013. BSW Students must complete at least 40 hours of volunteer experience between the time of becoming a social work major or taking a social work class and the time of applying for professional status in order to be eligible for full professional status. The professional status application will include a place for students to indicate that they have completed 40 hours of volunteer status.

**Definition of Volunteer Experience:** Volunteer experience is defined as nonpaid work in a human service program or agency and must be completed between the time the student becomes a social work major or takes the 1st social work class and the time of professional status application.* This may include volunteer experiences required for class. Students may not count hours spent with family members or the time it takes to get to and from a volunteer site.

The Social Work Organization often provides volunteer opportunities. Another resource for finding volunteer opportunities is the SU Career and Community Engagement Center (www.ship.edu/career/).

*Students who were social work or human service majors prior to transferring to SU may count hours they completed during their time as a social work or social work major at another institution.

**Procedures:** Please use the *BSW Program Volunteer Service Form (see Appendices)* when completing volunteer hours and turn the form into the department office within 30 days of completing the volunteer hours or the within 30 days of the beginning of the semester if you complete hours over summer or winter break. The department will contact programs every semester to confirm volunteer hours. Every program may be called or a random sample of programs may be selected for contact.

**You should keep a careful log of your hours and may want to use the table below to do so.**

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Place</th>
<th>Total Hours</th>
<th>Cumulative Hours</th>
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</table>
PROFESSIONAL STATUS POLICY AND PROCEDURE
The next level of admissions is called Professional Status. This process begins the moment you become a social work major, but formal application for professional status occurs when you are enrolled in Social Work Practice with Individuals (SWK270). The Professional Status process is meant to help students and faculty confirm that the social work profession is a good fit for you. Successfully completing the professional status process means that you are permitted to continue to the upper level social work courses that lead to the field education experience. Successful completion means that you have received full professional status and remain in full professional status.

The Professional Status process begins with an application during the semester you are enrolled in Social Work Practice with Individuals (SWK270) or when you transfer to SU as a social work student if you have had an equivalent approved course from another institution transferred to SU. All students who are enrolled in this course should apply for professional status, regardless of GPA and other professional status requirements (unless advised by the BSW Program Director not to do so). If your GPA is below 2.0, you must meet with the BSW Program Director before applying.

Successfully completing the Professional Status process 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.

Professional Status Process
The steps in the application process are outlined below:
1. Complete the Professional Status Application that is available on the department website and in this handbook.
2. Write an essay as described in the Instructions for Professional Status Application (available in this handbook) and attach it to the application.
3. Read and sign the Student Admission Contract – Code of Conduct.
4. Upon completion, applications and required attachments should be returned to the instructor for SWK270. Professional status applications will only be accepted by the deadline that will be during and no later than Week Seven of the Fall and Spring Semesters. There will be announcements made via department communications (email and flyers in the department hallway) about the specific deadline for applications.
5. 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.
6. Review will be completed and students will be notified in writing 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
Professional Status 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 Professional Status Admissions Report in Appendix). Students receiving conditional status must meet with their academic advisor to develop a plan of action (see Professional Status Development Plan in Appendix) before they register for additional Social Work courses. The appeals process for professional status is described at the end of this section.

There are three levels of response to student applications:

**Full professional status** - student is accepted into professional status in the department without conditions and is expected to maintain standards of performance, including a 2.5 GPA. Students who do not maintain these criteria or have been reviewed through the Developmental Review Process may have full professional status revoked and placed in conditional or non-acceptance status. The criteria for full professional status include:

1. High quality essay that responds comprehensively and appropriately for a social work major to the guidelines of the essay and reflects college-level writing.
2. Completion of the following courses with a grade of “C” or better:
   b. SWK150: Human Relations Lab
   c. SWK250: Assessing Individuals in the Social Environment
   d. SWK 265: Understanding Diversity for Social Work Practice
3. Completion with a grade of “C” or better OR current enrollment in SWK270: Social Work Practice with Individuals.
4. Overall GPA of 2.5 or better. Any student on academic probation is not eligible for full professional status.
5. A complete application packet (including a signed copy of the BSW Admission Contract Code of Conduct).

The following criteria apply to students admitted to the major Fall 2013 or later:

6. Completion of 40 hours or more of volunteer service (see Volunteer Service Policy).
7. Completion of the Child Abuse History Record and Criminal History Clearance (see Clearances Policy).

**Pending Full Professional Status** – Students may receive pending full professional status for the following reasons. Once the requirement listed below is met, the student can be moved to full professional status as long as the other requirements are still met. Professional Status will be reviewed at the end of the semester to determine if the remaining requirements are met.

1. Student is an external transfer student and does not have an SU GPA yet.
2. Student still needs to complete SWK 102, 150, 250 and/or 265.

**Conditional professional status** – If any of the requirements for full professional status are not met, the student may be accepted conditionally. Students with conditional status must meet with their advisors in the same semester as the professional status process to develop a plan to meet the requirements of Full acceptance. They must develop the plan and work on the conditions in order to be able to register for and continue taking social work classes. When the requirements for Full acceptance are met, the student should submit the Professional Status Re-evaluation Request & Report (see Appendix) along with supporting materials. Due dates for professional status applications and reapplications will be posted and emailed to students each semester. Social work students must have full professional status by the beginning of the semester that they
enroll in SWK388, Preparation for Practicum, in order to be fully eligible to enter their field practicum. Students who do not have full professional status by this time must request an exception to enter field with conditional status (see BSW Field Handbook).

Not accepted - student does not meet standards of acceptance into professional status. This also applies to students who do not apply for professional status when required. Student should meet with advisor to determine if reapplication at a later date is advisable and/or discuss changing majors. Students who are not accepted may not take additional social work classes.

Ongoing Professional Status Review
Just as students can move from conditional status to full status, they can also move from full status to conditional or not accepted and from conditional status to not accepted. It is possible for full or conditional professional status to be revoked for the following reasons
- Student does not continue to meet the requirements of full professional status.
- Student does not make significant progress on the professional status development plan.
- Student is reviewed during the Developmental Concern Identification.
- Student has been dismissed from SU. When the student returns to SU, their professional status will be reviewed.
- Student violates BSW Student Code of Conduct and/or NASW Code of Ethics.

In order for Professional Status to be moved to conditional or not accepted, the Developmental Concern Identification review process will be used to make a decision. The appeals process for professional status results is described at the end of this section.

DEVELOPMENTAL REVIEW PROCESS (DRP)
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, 2015). 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 the Shippensburg University BSW Program Student 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.

Mid and Final Semester Course Performance Review (CPR)
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.

Course Performance Review Standards and Indicators;
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 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, ethnicity, national origin, disability, political orientation, sexual orientation, gender identity and populations at risk.
   • Conducts 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, gender identity, etc.
  ▪ Physical action directed at clients, faculty, staff or fellow students.
  ▪ Unethical professional behavior.
  ▪ 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 is shared).
• 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 (DCI)**
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.

Throughout the semester and particularly at midterms, 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 development concerns, one of the two procedures listed below will be followed:

1. 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

2. 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 he or she may interact privately with his or her advisee.
- To advise the student that he or she has 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:

- 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
- Moving from full professional status to conditional or not accepted
- Moving from conditional status to not accepted, which likely means changing majors.

Students who wish to appeal the plan should use the appeal process described at the end of this section.

**Professional Status & Developmental Concern Identification Appeals Process**

Students who wish to appeal a decision related to professional status or the developmental concern identification 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.

**Grade Appeal**

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

Writing Assistance
APA Style Documentation
Department Resource Room
Swataney
Student Clubs
BSW Program Meeting
Scholarship
Emergency Fund
Volunteer Opportunities
Senior Presentations
Social Work Online
In addition to the educational program offered, the BSW program has a variety of groups, activities and resources that enhance the quality of educational life for students. The following section describes the major groups and events.

**WRITING ASSISTANCE**

Writing is an important part of social work. Social workers are constantly writing such things 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.

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 does not write well, this may restrict the kinds of learning opportunities 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 of resources 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, ext. 1420 located in the Library just across the quad from Shippen Hall. The Learning Center also has online help at: http://learning.ship.edu/home. Students may want to consider the Technical and Professional Communications Minor to enhance their writing skills and gain more practical writing experience for future jobs.

Students whose writing skills need strengthening: If your writing is weak (this feedback can come from professors), you should look for opportunities to get remedial help. One excellent source is English 113, a course that offers additional writing instruction.

Students whose writing skills are adequate: If your writing is neither weak nor wonderful, there are a number of things you can do. When completing the General Education and minor requirements, seek out those courses which require a lot of writing. Many students avoid these courses, but they offer other opportunities to improve your writing.

Students whose writing skills are already good: If your writing is one of your strong points, you 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 required style of documentation in the Social Work department is American Psychological Association (APA). Listed below are a few examples. Students are strongly encouraged, however, to purchase the latest edition of the manual for a complete explanation of all types of documentations. An excellent source for help with APA documentation is the Online Writing Lab (OWL) at Purdue University: http://owl.english.purdue.edu/owl/
Please note that the library databases (e.g. EBSCO) provide examples of how to cite articles. However, there are frequently mistakes with how the database formats the citations so you need to check them carefully. For example, sometimes the database will capitalize words that should not be capitalized.

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 (The entire list should be double-spaced.)

Journal articles:

Books:

Edited Books:

Reference to an article or chapter in an edited book:
PLAGIARISM
The BSW Program follows the SU Academic Dishonesty Policies and Procedures. Please see the SU Undergraduate Catalog and/or the Swataney for related definitions and procedures. In addition, we offer the following advice for avoiding self-plagiarism.

Is it Plagiarism if I use my previous work?

What is considered Plagiarism?

“Plagiarism is a form of academic dishonesty> Shippensburg University will not tolerate plagiarism, and the faculty will make all reasonable efforts to discourage it. Plagiarism is your unacknowledged use of another writer’s words or specific facts or propositions or materials in your own writing” (SWATANEY, p.127).

“Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source” (American Psychological Association, 2010, p. 170)

What is self-Plagiarism?

“Self-plagiarism refers to the practice of presenting one’s own previously published work as though it were new” (American Psychological Association, 2010 p. 170)

What should I do if I would like to incorporate my previous work with another assignment?

- Contact your professor to discuss your ideas/thoughts prior to using your previous work. Yes it is your work, and you have already cited/referenced your sources, however it has already been “previously published” for another assignment. Therefore, doing such may be considered as Self-Plagiarism.
- Keep all of your notes and copies of previous work that you plan on using. Bring the materials for your professor to see.
- If you obtain permission, create a written contract between you and the professor in order to have documented guidelines and permission.
- DO NOT read your previously written paper before creating your new paper. Doing so will help avoid “writer's block”. A clear mind is like a clean piece of paper, you can brainstorm new ideas that will enhance your writing.
- Re-read the journal article and/or textbook rather than your written paper. Focus on paraphrasing what you have read instead of focusing on previous work.
- Only read your previous paper after you have written your final draft of the new work. At this point, you may not feel the need to incorporate your previous work.
- Remember that during your academic years there is a strong possibility that you will have similar classes or research topics. As you advance through the educational levels, you must also learn how to “advance” your writing and research skills.

References

DEPARTMENT RESOURCE ROOM
The Resource Room serves as a quiet study room and the office for graduate assistants. You will also find some social work journals, NASW membership materials, graduate program information, job and volunteer opportunities in the Resource Room.

STUDENT EMAIL
Every SU student has an official SU email address. This is the official method of communication from the department. Students are responsible for checking their email regularly for such communication. It is recommended that students check their email every day.

SWATANEY
All students received a Swataney in the beginning of their academic career. Students should familiarize themselves with the official policies of Shippensburg University found in the handbook. This handbook applies to all university students, regardless of their major. It outlines the rights and responsibilities of being a student at Shippensburg University.

Please pay particular attention to the information regarding plagiarism. It is important that you know what plagiarism is and what happens if you commit plagiarism. The BSW Program follows the policies and procedures outlined in the Swataney for documenting incidents of plagiarism.

STUDENT CLUBS
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 included clothing drive for the homeless, door-to-door food drives, Inclusive party and Relay for Life. In addition, SWO supports social work majors by contributing to Senior Presentations and hosting Social Work Month (March) events.

SWO can do many things. It 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.

SWO is your organization. All social work majors, and students interested in social work, may become members of SWO. 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.

Officers of SWO and Phi Alpha represent the student body at faculty meetings on a regular basis. If you have ideas, issues, or concerns you would like formally expressed regarding the program policies and procedures please contact the student organization officers. All students are also welcome to meet with the program director, department chairperson, or any faculty member to address concerns. This club is recognized by the Shippensburg University Student Senate and has a Facebook page.

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. Phi Alpha carries out service projects and fundraisers. 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. Please see the club advisor or an officer for more information about how to join.

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

Shippensburg Gerontological Organization (SGO)
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 organization is open to all Shippensburg students so it also allows students from several majors to share their knowledge. Each year, the organization sponsors the Town and Gown Ball in conjunction with the Shippensburg Senior Center and participates in the annual Alzheimer’s Walk, among other activities. There are officer positions available and new ideas are always welcome. This club is recognized by the Shippensburg University Student Senate.

BSW PROGRAM MEETING
Early in the Fall semester a full Department meeting will be held. All BSW 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.

**SOCIAL WORK STUDENT SCHOLARSHIP**

The Robert L. Hewitt Vision for Excellence in Social Work:  
*A Scholarship Sponsored by the Social Work Advisory Council*

The Advisory Council of the Department of Social Work and Gerontology created 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 who 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.

Eligibility requirements include an overall 2.5GPA 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 Oral Presentations.

**STUDENT 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 the department has created an emergency fund.

A student must make a request through her/his advisor to the Coordinator of the Fund, or Social Work and Gerontology 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 will be developed and signed by the student.

**VOLUNTEER OPPORTUNITIES**

There are many volunteer opportunities in the area and many social work courses and professional status require volunteer experiences. These opportunities are constantly changing. You can find out more about volunteer opportunities from the following organizations and people:

- Your academic advisor
- Social Work Organization
- SU Career & Community Engagement Center (CCEC)

**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 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.

**SOCIAL WORK ONLINE**
The department maintains an active website: [www.ship.edu/social_work/](http://www.ship.edu/social_work/) There are also two Facebook pages: Shippensburg University Social Work Programs Alumni and Shippensburg University Social Work and Gerontology Department. There is also a Twitter account: @ShipUSocialWork.
ADVISING
Functions and Assignment of Advisors
Student Advisement Files
Transfer Students
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. 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 ongoing resources for their growth and development as professionals.

FUNCTIONS AND ASSIGNMENT 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 Education Director to develop an appropriate field experience.

Assignment of Advisors
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 MyShip. New majors will receive an email notifying them of their assigned advisor.

External transfer students: The BSW Program Director and Department Chairperson serve as advisors to most external transfer students who transfer to SU as social work majors.

Internal transfer students: When the department receives approval of the major change through the University, new majors are assigned an advisor in the same manner as described previously.

Change of 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 only in the Department secretary’s office 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. Important documents from each file will be maintained for seven years after the student graduates or otherwise leaves the program. At this point it will be destroyed.

TRANSFER STUDENTS
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 email every week day.
4. Get to know the resources available at the learning center.
5. Join the Social Work Organization (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, such as the library, Counseling Center and Women’s Center.
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.
CHILD WELFARE EDUCATION FOR BACCALAUREATES (CWEB)
CHIL<ref>CHILD WELFARE EDUCATION FOR BACCALAUREATES (CWEB) PROTOCOL</ref>

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 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.

CWEB Eligibility Requirements
* Official acceptance as a social work major at one of the approved schools with status of at least a junior;
* Recommendation from the social work faculty of the school in which the applicant is enrolled;
* Current resume;
* Valid US Driver’s License;
* Academic transcripts (Minimum 2.5 GPA);
* Completed personal statement of interest; and a
* Completed CWEB application available online at: http://socialwork.pitt.edu/researchtraining/child-welfare-ed-research-programs/cweb

Shippensburg University Selection Criteria
* Availability of CWEB positions
* Date of application
* Overall Quality Point Average (QPA) of 2.5
* Full Professional Status
* Successful completion of the SWK 262: Introduction to Child Welfare Practice with a B grade or better
* Student Involvement/Community Participation
* Feasibility of student completing coursework required for CWEB experience
* A copy of the personal statement of interest submitted at the pitt.edu website

Process for Shippensburg University Students

1. Discuss CWEB with Social Work Faculty CWEB Coordinator
   a. 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.
b. Students will be directed to the online application for CWEB available at 
http://socialwork.pitt.edu/researchtraining/child-welfare-ed-research-
programs/cweb

2. 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 traditional 450 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 at pitt.edu for more information.)

3. Student should complete CWEB application.

4. Student should update their resume. Social Work Faculty as well as the Career Development Center are available to assist students in updating their resume.

5. 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:
   a. Resume
   b. Hard copy of the four personal statement responses to questions regarding your interest in child welfare, which are provided on the CWEB website.
   c. Copy of your driver’s license

6. Following approval by the faculty, the Social Work Faculty CWEB Coordinator will complete the Faculty Recommendation Form and discuss each application with the Field Practicum Coordinator.

7. Social Work Faculty CWEB Coordinator will fax completed application resume and Faculty Recommendation Form to the CWEB Coordinator, at (412) 624-1159, at the University of Pittsburgh.

8. The student should contact the PA CWEB Coordinator, at (412) 624-6305, to confirm that their application information was received and to emphasize their interest and commitment to CWEB.

9. The student will be informed, usually by letter, from the PA CWEB Coordinator, of the decision regarding acceptance.
10. 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.

11. 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.

12. 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.

13. The student should complete the County Social Casework Intern application on the PA Civil Service website: http://www.scsc.state.pa.us/. The student must check the county that they are interested in working during application process.
   a. When applying to the PA Civil Service make sure to turn in the completed application within 20 days after starting the application.
   b. If student is interning in a civil-service county and will complete 975 hours the student is eligible to be opt out of taking the civil service exam.
   c. 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 (www.scsc.state.pa.us) 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.

14. 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.

15. 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.
16. CWEB will arrange for payment of eligible stipends as follows:

   a. 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).

   b. Reimbursement or payment for books and supplies for the child welfare course. Original receipts are required.

   c. Students who complete the Civil Service Social Casework internship of 975 hours will receive a bonus cash award equaling approximately three $680 monthly stipend payments.

17. 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.

18. Students take the Seminar class along with their field placement.

19. All CWEB students are required by the PA County CYS agencies to complete the Charting the Course 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.

20. 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.

21. 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 students behalf during their enrollment in the CWEB Program.

22. 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 Graduates

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<th>Summer</th>
<th>Spring Semester</th>
<th>Fall Semester</th>
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<tr>
<td>Begin Employment at CYS Agency</td>
<td>Field Semester and Graduation</td>
<td>Final Semester of Coursework</td>
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<tr>
<td>Complete 525 Summer Hours</td>
<td>Prep for Practicum</td>
<td>Apply to CWEB Program</td>
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### CWEB Process for Fall Graduates

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<th>Summer</th>
<th>Spring Semester</th>
<th>Fall Semester</th>
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<tr>
<td></td>
<td>Begin Employment at CYS Agency</td>
<td>Field Semester and Graduation</td>
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<tr>
<td>Complete 525 Summer Hours</td>
<td>Prep for Practicum</td>
<td>Apply to CWEB Program</td>
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FORMS

Student Admission Contract Code of Conduct
BSW Program Volunteer Service Form
Instructions for Professional Status Application
Application Cover Sheet for Professional Status
Professional Status Admissions Committee Report
Professional Status Development Plan
Professional Status Re-evaluation Request & Report
SHIPPENSBURG UNIVERSITY
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 document, and I further understand that I must maintain a 2.5 overall GPA in order to apply for field placement.

Signature __________________________________________ Date _____________________
Printed Name _______________________________________


Shippensburg University BSW Program Volunteer Service Form

For the BSW Student: Review & sign the student portion of this form and then respectfully request that the program contact person sign it once you have finished your volunteer hours. The contact person may want to keep a copy and you should turn the other copy in to the department office within 30 days of completing the volunteer hours or within 30 days of the beginning of the semester if completed over winter or summer break. You should follow their volunteer policies (for example, call if you are unable to volunteer at a scheduled time) and ask for instructions if you are unclear about how to do something.

Printed name of student _____________________________ Email Address__________

Name of agency/program you volunteered with______________________________________

Address ______________________________________________________________________

Date(s) of Volunteer Service______________________________________________________

Types of volunteer activities that you did: ___________________________________________

How many hours did you complete? _______

Sign below to indicate that the information on this form is truthful and accurate.

Signature of student ________________________________ Date _________________

For the program contact person: Thank you for providing volunteer hours for the Bachelor of Social Work (BSW) student named above. We hope that your program benefits from their service. BSW students are required to complete 40 hours of volunteer service during the beginning of their social work education. At this point, we do not expect that students are practicing social work. The goal of the volunteer experience is to interact with participants and staff of human service agencies and/or related programs.

Printed name of program contact person ___________________________________________

Phone __________________________  email ______________________________

By signing below, you are indicating that the student named above completed the hours listed above with your program. The BSW Program may contact you to confirm volunteer hours so you may want to keep a copy of this form for your own records.

Signature of program contact person ________________________________ Date _____________

Thank you for supporting SU social work students!

For Office Use Only:

Date Received__________ Date Confirmed__________ Method: Email   Phone
Name________________________ Notes:
Shippensburg University BSW Program
Instructions for Professional Status Applications

1. Complete the application cover page.
2. Write an essay using the instructions below.
3. Arrange a meeting with your Academic Advisor, in advance of the application due date, to discuss your completed application and have the Academic Advisor sign your application packet.
5. Submit the application by the due date and time to your SWK270 course instructor. Announcements will be made in the department regarding the due date.

Professional Status Essay Instructions – Put your SU Student ID# on each page of the essay, but do not put your name.

As part of your application for Professional Status to the BSW Program, you are to write a statement that addresses the three areas listed below. This statement will be used as a method of assessing your basic writing skills and to aid the Professional Status Committee in making a decision about your application for admission. Your typewritten statement in a separate paper should be no longer than three double spaced pages in length. Please use headings based on the questions below to organize your written statement. The three areas that you are to address in your statement are:

1. What are some experiences that will make you an effective social worker? Please include reflection on your volunteer experiences.
2. Based on your previous life experiences, what do you think will be most challenging for you in social work practice?
3. Culturally competent practice places an emphasis on respecting a diversity of values, heritages, customs and orientations:
   a. What experiences have you had that will help you work effectively with historically oppressed populations related to religion, race, age, ethnicity, gender, socioeconomic status, sexual orientation, gender identity/expression, and/or different abilities?
   b. Of the populations listed in 3a, which group will be most difficult for you to work with and why? Please be specific and review your texts for definitions of historically oppressed populations.
   c. What are your plans to address the area(s) or difficulty that you mentioned in section 3b? Please be specific by identifying at least 3 concrete tasks you will complete to address this issue?
I. Personal Information

Name: ____________________________ SU ID #: ____________________________

SU Email: ________________________ Advisor: ____________________________

Preferred Phone Number: (__)____________

II. Application Information

Date of Application: ______________

What semester & year did you become a social work major at SU? Fall, 20___ Spring, 20___

Overall GPA: ___ Do you meet the overall GPA of 2.50? ___Yes ___No

Semester Hours Completed: ___________ Semester Hours Enrolled: ___________

Are you a transfer student from another college or university? ___Yes _____ No

If yes, what semester and year did you start at SU? ______________

III. Social Work Courses. Please give the grade you earned in the following courses. If currently enrolled in the course, please indicate semester and year.

    SWK 102 = _____    SWK 150 = _____    SWK 250 = __    SWK 265 = __

IV. Other Requirements – Please indicate your responses, but note that it is only applicable for full professional status for students who entered the major Fall 2013 or later.

Did you complete the Criminal History Clearance submit it to the dept.?  ___YES ___NO

Did you complete the Child Abuse Clearance and submit it to the dept.? ___YES ___NO

Have you completed at least 40 hours of volunteer service and turned in the volunteer service forms to the department?  ___YES  ___NO

By signing below, I certify that the above information is correct. Further, I agree to follow the SU BSW Student Admission Contract Code of Conduct and NASW Code of Ethics. Please attach a signed copy of the BSW Student Admission Contract Code of Conduct.

Student Signature ____________________________ Date ______________

Advisor Signature* ____________________________ Date ______________

*Indicating only that you have met with student
Dear:

Thank you for your application for Professional Status within the BSW program at Shippensburg University. This report indicates the Professional Status Admission Committee rating of your present professional/academic status within the program. The evaluative report determines whether you are considered to be presently qualified to take advanced social work courses and enter your professional semester (i.e., Field Practicum Placement). Failure to maintain the standards of Full Acceptance can result in the re-evaluation of your professional standing. The Professional Status Admission Committee has reviewed your completed application and recommends the following status and follow-up actions:

1. _____ Full Acceptance

2. _____ Full Acceptance-Pending: Complete the remaining requirements. Your application will be automatically reviewed at the end of this semester.

3. _____ Conditional Acceptance: Meet with your advisor this semester to develop a plan to work towards Full Professional Status.

4. _____ Non-Acceptance: Meet with your advisor and/or the BSW Program Director to determine next steps.

Reasons for Pending, Conditional or Non-Acceptance:
___ GPA below 2.5
___ Need to establish SU GPA
___ Criminal history clearance needed
___ Child abuse clearance needed
___ Volunteer Hours incomplete
___ Essay Revisions: Grammar/Clarity
___ Essay Revisions: Content
___ Other (see comments)
___ Complete coursework (circled): 102, 150, 250, 265

Comments:

Professional Status Admissions Committee Members:

Faculty Member ____________________________

SWK 270 Faculty Member _________________________

Advisory Board Member _________________________
SHIPPENSBURG UNIVERSITY- BSW PROFESSIONAL STATUS DEVELOPMENT PLAN

This form is to be completed by the academic advisor and advisee if you received Conditional.

Student: ____________________________    Advisor: ____________________________

☐ Student will take or retake the following course(s) to improve their GPA:

☐ Student will attend Learning Assistance Center for the following subject(s):

☐ Student will attend the following diversity awareness events to increase awareness of diversity issues:

☐ Student will take the following remedial or special interest course:

☐ Student will attend sessions at the counseling center

☐ Other: (please explain)

I agree to complete the above recommendations by _________________ (date)

Student ____________________________    Date _____________

Advisor ____________________________    Date _____________
Section 1: COMPLETED BY STUDENT
Name: ____________________________________ Email Address: _____________________
Date: ____________________
What was the reason(s) you have conditional professional status?

Please explain why you are requesting a re-evaluation at this time (attach supporting documentation such as transcript or revised essay):

Section 2: COMPLETED BY PROFESSIONAL STATUS ADMISSION COMMITTEE
Date: ____________________
Thank you for submitting a request for re-evaluation of your professional status application/exception to policy to do your field practicum. Your initial status recommendation and the submission of your most recent information/request have both been reviewed.

We recommend the following:

_____ Full Professional Status in the BSW Program at Shippensburg University
_____ Remain in conditional professional status in the BSW Program at Shippensburg University
_____ You are granted an exception to policy to do your field practicum with the following stipulations. Note: The areas that are checked apply to you.

1. _____ Attend Faculty Social Work supervision
2. _____ Additional Field Practicum hours
3. _____ No distant placements
4. _____ Must work with the Learning Center on all assignments
5. _____ Log/Journal will be reviewed by faculty liaison
6. _____ Field Instructor must have been a prior Field Instructor with Shippensburg University
7. _____ Other:

_____ You are denied an exception to policy to do your field practicum for the following reasons:

Professional Status Admissions Committee Members:

BSW Program Coordinator _________________________________

Professional Standing Committee Chair _______________________________