

SOCIAL WORK STUDENT
HANDBOOK
2008-2009

SOCIAL WORK PROGRAM

Department of Counseling, Psychology, and Social Work

Chadron State College

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Chadron State College
Department of Counseling, Psychology, and Social Work
Social Work Program

SOCIAL WORK STUDENT HANDBOOK

This handbook is a guide for Social Work students interested in, applying for admission to, or enrolled in the Bachelor of Social Work program at Chadron State College. Please spend time reviewing the information in this handbook. Please keep this handbook as a source for future reference.

The Social Work Program makes every attempt to keep current the information in this handbook; however, the Social Work Program retains the right to make changes to this content. When changes are made in program policies or practices, every effort will be made to notify students.

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

Any policies and practices appearing in this handbook are superseded by the Official Chadron State College Student Handbook. Chadron State College reserves the right to make changes in policies and practices that may impact on students.

Admissions Policy

The College is committed to a policy that all people shall have equal opportunity to programs without discrimination on the basis of race, national origin, religion, gender, handicap, or age.

It is the admissions policy of the Chadron State College Social Work Program to accept all qualified students within the limits of its resources, facilities, and mission. Qualified students are admitted without regard to race, color, national origin, handicap, sex, age, sexual preference, political orientation, or religion. Its educational policies, scholarship, and loan programs, and other programs and activities are administered without discrimination. It is also the policy of the Program to make all programs and services available to all individuals with handicaps.

Disclaimer

Information contained in this manual is, to the best knowledge of the faculty, considered correct and complete when distributed for use. However, the manual should not be considered a contract between Chadron State College and any student. The faculty reserves the right, within the policies and procedures of CSC, to make changes in the manual content without notice or obligation.

Accreditation

Chadron State College is accredited by the North Central Association of Colleges and Schools and the Nebraska State Department of Education. The Baccalaureate Social Work Program has been accredited by the Council on Social Work Education since 1992.

CSC Affirmative Action/Equal Opportunity Commitment

Chadron State College is committed to a policy of non-discrimination and equal opportunity for all peoples. The affirmative action program is designed to ensure equal opportunities in recruiting, hiring, promotions, transfers, training, termination's and educational programs for all, regardless of race, color, sex, religion, national origin, age, or physical ability. In addition, Chadron State College supports affirmative action for all protected classes, including Vietnam era and disabled veterans, handicapped persons, females, and members of minority groups.

As a publicly supported institution, Chadron State College has a special obligation to implement affirmative action that will result in equal opportunity. Each unit that employees personnel, admits, students, or enters into contracts is responsible for implementing Chadron State College's commitment to equal opportunity and affirmative action.

Chadron State College is a state--supported education institution which admits academically qualified students without regard to age, gender, race, creed, national or ethnic origin, or physical or mental handicap to all the rights, privileges, programs, and opportunities generally available to students at the college. CSC does not discriminate on the basis of gender, creed, national or ethnic origin, or physical or mental handicap in administration of any of its educational policies or programs, including admissions, financial, and athletics; CSC is also an equal-opportunity, affirmative-action employer. CSC complies with all applicable laws and regulations regarding non-discrimination, including Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 as amended.

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WELCOME!

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

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

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

Deborah Stewart, MSW, LCSW, Social Work Program Director

Bruce Hoem, MSW, CSW, LNFA Field Director

I. CHADRON STATE COLLEGE

Chadron State College is a state supported institution of higher learning located in Chadron, a city of approximately 6,000 residents in the northwest Nebraska panhandle. Founded in 1911 as Nebraska State Normal School, Chadron State colleges challenges and prepares students to realize academic, personal, and professional success. These successes are developed through experiences in activities on and off campus. Alternative Social Work Program distance learning sites are located in Alliance, North Platte, and Scottsbluff, Nebraska.

Chadron State College's mission is evolving from its heritage as a state normal school created primarily to prepare teachers to its present day role as the only four-year college serving the western half of Nebraska, a rapidly changing and developing non-metropolitan region. Forces of change are remolding western Nebraska and the surrounding region from primarily a rural/frontier area where agriculture and ranching was dominant into a diverse society shaped by the competing interest of agriculture, manufacturing, energy development, and tourism. Economic competition within the region places competition for land, water, and other limited resources in conflict. Regional demographics reflect significant growth in Latino and Native American populations. The percent of elderly population continues to increase. The changes create needs for new services as new populations move into the area and as existing residents experience changes in values and interests.

Chadron State College is accredited by the North Central Association of Colleges and Schools and the Nebraska State Department of Education.

Chadron State College Affirmative Action/Equal Opportunity Commitment

Chadron State College is committed to a policy of non-discrimination and equal opportunity for all persons. The affirmative action program is designed to ensure equal opportunities in recruiting, hiring, promotions, transfers, training, termination's and educational programs for all, regardless of race, color, sex, religion, national origin, age, or physical ability. In addition, Chadron State College supports affirmative action for all protected classes, including Vietnam era and disabled veterans, handicapped persons, females, and members of minority groups.

II. THE SOCIAL WORK PROGRAM

The Social Work Program is located on the campus of Chadron State College in Chadron, Nebraska, in the College of Graduate and Professional Studies, the Department of Counseling, Psychology, and Social Work. **The Bachelor of Arts in Social Work program has been accredited by the Council on Social Work Accreditation since 1992** and has graduated numerous social workers who are practicing within region and many that have gone on to complete a Masters Degree in Social Work. Students who graduate from Chadron State College in Social Work are prepared for social work practice in a multicultural context within the region, as well as nationally and globally. The challenges of and capacities for addressing human diversity are integrated throughout the social work curriculum. The social work curriculum is also designed to encourage the development of knowledge and skills in collaboration, collegiality, and networking. Graduates of Chadron State Social Work program are prepared to provide professional leadership within the region.

III. SOCIAL WORK PROGRAM MISSION

The mission of Chadron State College is to enrich the quality of life in the region by providing educational opportunities, research, service, and programs that contribute significantly to the vitality and diversity of the region. Chadron State College, as a rural-frontier public college, is committed to the development of professionals through the provision of comprehensive bachelor's and master's degree programs. As a public state college, Chadron State serves students from the region and from groups that have historically not participated in college education due to age, gender, ethnicity, economics, physical disability, and limited accessibility.

The Bachelor in Social Work Program at Chadron State College provides an undergraduate experience that fosters student development of knowledge, skills, and values in order to function as generalist social workers who will enhance the capacities and quality of life for individuals, families, groups, organizations, and communities within the region of E Nebraska, SW South Dakota, SE Wyoming, and NE Colorado.

Teaching, Scholarship, and Service

In order to carry out the social work program mission of Chadron State College, *the Social Work faculty strives for excellence in teaching, scholarship, and service*. Social Work faculty teach foundation curriculum with a sensitivity to student needs and with an awareness of the knowledge, skills, and values appropriate to a beginning social work professional at a Bachelor level. To maintain student learning, Social Work faculty use innovative technology, experiential and active learning approaches, and outcome-based learning that individualize curriculum and instruction to the needs of individual learners.

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

IV. SOCIAL WORK PROGRAM GOALS

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

- (1) Critically assess and intervene with individuals, families, groups, organizations and communities using multidimensional theories and strategies that enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- (2) Utilize the skills and knowledge to successfully practice within the context of diverse cultures, reflected by, but not limited to age, gender, mission/orientation, sexual preference, racial or ethnic background, disability, marital status, religious orientations, and life style.
- (3) Utilize knowledge of the forms and mechanisms of oppression/social injustice, integrate a value-base that fosters commitment to advocacy, and develop the political and social skills necessary to alleviate oppression/social injustice.
- (4) Critically analyze social welfare policies and implement social welfare policies, services, and programs through political and organizational processes that meet basic human needs and support the development of human capacities.
- (5) Work collaboratively within rural human service agencies and human service delivery systems with supervisors and professional colleagues and develop personal/professional/political support systems.
- (6) Utilize the knowledge and skills of research, evaluate professional practice using qualitative and quantitative research methods, use and solicit collegial feedback, and apply existing knowledge to advance social work practice.
- (7) Practice social work with an ethical orientation compatible with the Code of Ethics of the National Association of Social Workers and to assess and act professionally and intentionally in situations with ethical dilemmas.
- (8) Develop an identity as a professional social worker and practice social work with the highest regard for the strengths/capacities, integrity and value of all beings whether as individuals or in families, groups, organizations and communities.
- (9) Enter a graduate program in social work with advanced standing.

V. SOCIAL WORK PROGRAM OBJECTIVES

Consistent with the Mission and Goals of Chadron State College and the Social Work program, the Social Work coursework further prepares students who can demonstrate knowledge, skills, and values in the following areas:

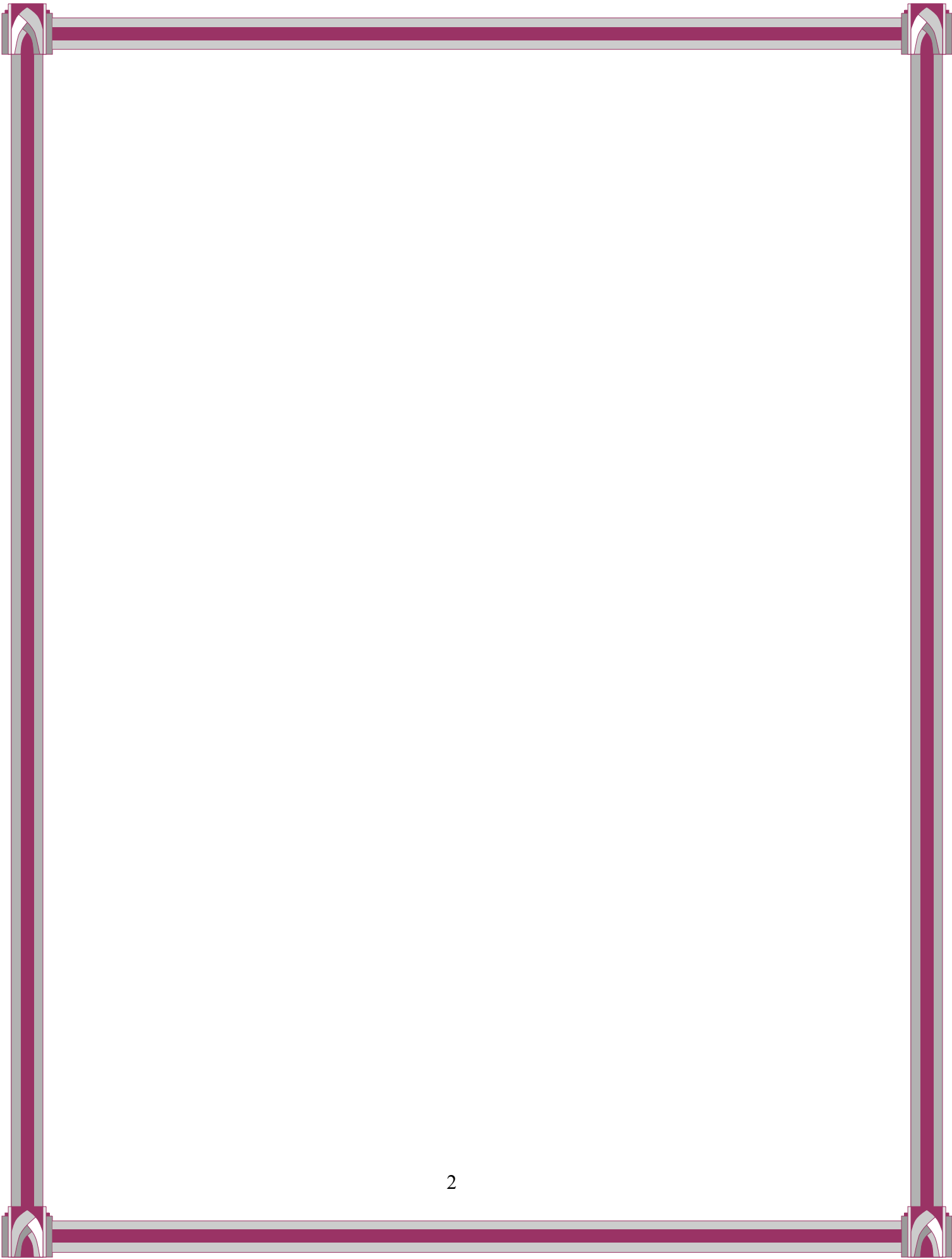
1. Generalist Practice
2. Human Behavior in the Social Environment
3. Diversity
4. Populations-at-Risk and Social and Economic Justice
5. Social Welfare Policy and Services
6. Research
7. Professional Social Work: Identity, Values, and Ethics
8. Field Work and Practice

1) Generalist Practice: Knowledge, Skills, and Values

- a) Demonstrate the knowledge of and the ability to critique and analyze practice theories.
- b) Apply the knowledge, skills, and values of generalist social work practice in working with individuals, families, small groups, organizations, and communities within a diverse and global society.
- c) Demonstrate the knowledge and communication skills to engage in appropriate working relationships with individuals, families, groups, organizations, and communities.
- d) Apply the social work problem-solving process including, collection and analysis of pertinent data; identifying issues, problems, needs, resources, and assets; setting appropriate service goals with clients; developing and implementing plans for meeting such objectives; evaluating service outcomes.
- e) Demonstrate the knowledge and skills to identify, analyze, and implement empirically based interventions designed to achieve client goals.

2) Human Behavior and the Social Environment: Knowledge, Skills, and Values

- a) Demonstrate a knowledge of empirically based theories and research that focus on interactions between and among individuals, groups, societies, and economic systems, including theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span.
- b) Demonstrate a knowledge of the reciprocal relationships between human behavior and the social environment, using person-in-environment, strengths/capacity building perspectives of human development and social systems (e.g., families, groups, organizations, communities, and societies)
- c) Demonstrate knowledge of the ways social systems promote or deter people in maintaining or achieving health and well-being.
- d) Demonstrate knowledge of the factors and dynamics that contribute to differential development for persons who experience formal and informal discrimination and prejudice through economic barriers, cultural stereotyping, and political and legal structures.



3) Diversity: Knowledge, Skills, and Values

- a) Demonstrate knowledge of human diversity and affirm the rich and diverse experiences and needs of all peoples, including, but not limited to groups distinguished by race, ethnicity, culture, gender, class, age, sexual orientation, religion, physical and mental ability, and national origin, particularly Dakota and Lakota tribes and Latino populations residing within the region.
- b) Demonstrate the knowledge of interlocking and complex nature of culture and personal identity.
- c) Demonstrate the professional knowledge and skills to define, design, and implement strategies to enhance the well being of persons from diverse groups.
- d) Demonstrate the knowledge and skills to evaluate social programs with regard to the needs of groups served and are culturally relevant.

4) Populations-at-Risk, Social & Economic Justice: Knowledge, Skills, Values

- a) Demonstrate a knowledge of the factors that contribute to and constitute being at risk
- b) Demonstrate a knowledge of how group membership influences access to resources
- c) Demonstrate an understanding of the forms and mechanisms of oppression.
- d) Demonstrate knowledge of social and economic justice grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression.
- e) Demonstrate knowledge of intervention strategies that are responsive to redressing oppression.

5) Social Welfare Policy and Services: Knowledge, Skills, and Values

- a) Demonstrate a commitment to social, political and economic justice and to the democratic and humanistic principles and concerns of social welfare and social work.
- b) Analyze social welfare as a social institution including its history and relationship to social work.
- c) Demonstrate understanding of the basic dynamics of the development and operation of social welfare policies and service delivery systems used to implement these policies, including financial, organizational, administrative, and planning processes required to deliver social services.
- d) Analyze the impact of culturally relevant social policies and service delivery systems on client systems, workers, and agencies using multiple methods of policy analysis.
- e) Demonstrate the knowledge and skills to evaluate program/policy outcomes, to propose empirically-based alternative social policies, services, and programs that meet basic human needs and support the development of human capacities.
- f) Demonstrate knowledge of the political processes and skills needed to influence policy processes using advocacy.
- g) Demonstrate the skills to provide leadership for policy change.

6) Research: Knowledge, Skills, and Values

- a) Demonstrate a basic understanding of the nature of qualitative and quantitative data and approaches to social work research.
- b) Demonstrate the knowledge and skills to critically evaluate existing social work knowledge.

- c) Demonstrate the knowledge and skills to locate existing research in various practice arenas, to critically evaluate existing research, and to use research to guide effective social work practice.
- d) Demonstrate knowledge of single subject designs as applicable to evaluating practice interventions with individuals, families, groups, organizations, and communities.
- e) Demonstrate knowledge of survey research and apply this knowledge to practice situations.
- f) Describe ethical issues in social work research, particularly with vulnerable populations.

7) Professional Social Work: Knowledge, Skills, and Values

- a) Demonstrate commitment to social work values and to the professional code of ethics.
- b) Demonstrate the knowledge and skills to enhance professional practice through the appropriate use of supervision and consultation.
- c) Demonstrate the ability to communicate effectively in both written and oral forms with diverse client populations, colleagues, and members of the community.
- d) Demonstrate the ability for disciplined and ethical use of self in professional relations.
- e) Demonstrate the ability to critically examine one's values and beliefs and the affect of these values and beliefs on practice, services, and clients.
- f) Function effectively within the structure of organizations and service delivery systems
- g) Apply critical thinking skills within the context of professional social work practice.
- h) Demonstrate the knowledge and skills to identify and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

8) Knowledge, Skills and Values in Field Education

- a) Apply the knowledge, values, and skills of social work practice in a social service setting that reinforces identification with the purposes, values, and ethics of the social work profession.
- b) Demonstrate an integration of empirical and practice-based knowledge.
- c) Demonstrate professional competence.
- d) Demonstrate the achievement of program objectives.

VI. SOCIAL WORK FACULTY

There are currently two full-time social work faculty and periodically part-time, adjunct faculty. Faculty office hours are posted outside their office doors in Miller Hall. To arrange an appointment, call the Office Assistant at 308-432-6035.

Deb Stewart, MSW is the Social Work Program Director. Ms. Stewart received her Bachelor Degree at Metropolitan State College and a Master in Social Work degree from Colorado State University. Ms. Stewart can be reached at Room #206, Miller Hall, Chadron, NE or at 308-432-6333.

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

Ms. Stewart and Mr. Hoem bring over 40 years of practice experience to the classroom. With backgrounds ranging from clinical, therapeutic work with clients to work with local self-help groups of professionals in rural communities, the Social Work faculty provides relevant insights and challenges that engage students in professional development.

VII. SOCIAL WORK AS A PROFESSION

Social Work is currently among the fastest growing professions in the nation. The US Department of Labor states, *“Employment of social workers is expected to grow faster than the average for all occupations through 2012 with an increase of 21 to 35 percent.”* For the next 10 years, the Department of Labor places social work in the top ten growth occupations.

In every state, social workers are either licensed or certified. It is often the case, that when a social worker completes licensure in one state, the license will transfer to another state. In most states it is legal to use the title of social worker only upon satisfactory completion of an exam or registration.

By completing a BASW at Chadron State College students can select from a variety of professional options. One option is to continue with graduate studies. With a Bachelor’s degree in Social Work a student’s time in graduate school will be significantly shorter than a student who does not have an undergraduate social work degree. For example, a non-social work undergraduate is required to complete the coursework equivalent to what a social work major completes as an undergraduate. At minimum, a non-social work student entering a graduate social work program will need to complete a semester of additional coursework. Furthermore, a person without a social work degree will need to complete a 450 hour field placement – equivalent to what a person with a BASW completed during the final semester as an undergraduate.

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

What types of work might graduates secure?

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

You may work with a **community action agency or neighborhood organization**: (1) providing support for poor and homeless people, including food, housing, transportation, employment, (2) helping and advocating for poor people to secure benefits, (3) assisting groups of poor people with social change strategies.

You may work at a **hospital, medical center or nursing home**: counseling individuals and families with illness, loss, and grief, (2) helping individuals and families to negotiate their return to home or to another facility, (3) conducting intake assessments, (4) helping with living wills, application for public assistance, (4) locating medical equipment.

You may work in a **child protection agency**: (1) identifying abused and neglected children, (2) working with families to prevent child abuse and enhance the quality of their familial relationships, (3) recruit, train, and license foster parents, (4) work with elderly and persons with developmental disabilities, and (5) provide counseling and case management for individuals receiving funding.

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

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

You may work in a **senior citizen program or housing authority agency**: (1) assisting elderly people to stay in their own homes and helping them access needed services to remain. (2) advocacy on behalf of elderly, particularly with medical systems, insurance systems, and insurance and home construction sales people, (3) financial assistance and planning, (4) Guardian on behalf of elderly who no longer can adequately represent themselves.

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

You may work with **union-organizing, political party campaigns, and national advocacy groups**: (1) researching and evaluating public policy materials, (2) preparing public policy reports, (3) developing strategies for marketing of select points of view, (4) building coalitions, negotiating agreements, solidifying contracts, (5) lobbying elected officials, (6) fund raising.

You may work for **State Departments of Health and Human Services or for the Federal Government**: (1) writing legislation addressing the needs of children, elderly, poor, homeless, displaced, unemployed, disabled, serious and persistently mentally ill, parents, divorcing partners, etc., (2) developing and implementing licensing policies for foster homes, county social workers, mental health facilities, nursing homes, etc., (3) organizing area and regional planning for health care, mental health care, regional services for various at risk populations.

You may work with organizations sponsored by the **United Nations**: (1) establishing refugee programs and camps, (2) developing and encouraging support for children’s rights, (3) advocating for women around the world, and (4) developing food programs

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

VIII. ADMISSION TO THE SOCIAL WORK PROGRAM

The admissions policy of the Chadron State College Professional Social Work Program is to accept all qualified students within the limits of its resources, facilities, and mission. Qualified students are admitted without regard to race, color, national origin, handicap, sex, age, political orientation, sexual preference, or religion. Educational policies, scholarship and loan programs, and other programs and activities, are administered without discrimination. **Chadron State College is accredited by the Higher Learning Commission and offers a B.A. degree with a comprehensive major in Social Work which is accredited by the Council on Social Work Education.**

Graduating students are prepared to practice as beginning generalist Social Workers.

Generally, students make application to the Professional Social Work Program during the 2nd semester of the sophomore year or first semester of the junior year. Students who change majors or transfer to Chadron State College make application during the first semester on campus or when they have either completed or enrolled in all pre-requisite Social Work courses. Applications to the Professional Social Work Program are available in this Student Handbook, in the West wing of Miller Hall from the Office Assistant to the Department of Counseling, Psychology, and Social Work, the Social Work faculty, or by writing to Social Work Program Director, Department of Counseling, Psychology, and Social Work, School of Professional and Graduate Studies, Chadron State College, Miller Hall, Chadron, NE. 69337 or by calling: 308-432-6333 or 308-432-6477.

Pre-Professional Social Work Program

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

Admission – Application to Professional Social Work Program

1. Sophomore standing
2. Cumulative grade point average of 2.00 and a 2.75 GPA in pre-requisite Social Work Courses.
3. Complete of an Application for Major form. The form may be obtained from the Social Work Secretary.
4. Completion of an Application to the Professional Social Work Program by deadlines published during Spring semesters. An Application to the Professional Social Work Program includes: the Application form, three letters of reference, and written responses to questions identified on the Application form. Submission of Application materials to Social Work Program Director. (*See Appendix A: Application Form*)
5. Completion of or enrollment in all SW pre-Professional courses: SW 231 Professional Social Work; SW 251: Human Behavior in the Social Environment I, SW 252: Human Behavior in the Social Environment II Organizations and Communities, SW 271: Social Welfare History and Service Delivery Systems, BIOL 121 & 121L Human Biology Course, 3 credits, SOC 231: Introduction to Sociology, 3 credits, PSYC 131: General Psychology, 3 credits, PSYC 238: Intro to Behavioral Statistics course, PS 231: American National Government, 3 credits, ECON 130: Survey of Economics, 3 credits.
6. Documentation of 40 hours of *Volunteer Experience* in a social service setting. Documentation materials are included with the Application to Professional Social Work. (*See Appendix A: Application Form*)
7. Completed interviews with a designated Social Work faculty member and the Social Work Advisory Committee. Student will be notified of interviews following receipt of completed Application to Social Work Professional Program.
8. Signed acknowledgement of student's willingness to abide by the NASW Code of Ethics. The statement is included with Application to Social Work Professional Program. (*See Appendix A: Application Form*)
9. Receive a letter from the Program Director acknowledging Admission status in the Social Work Program.

Per the Accreditation standards of the Council on Social Work Accreditation, Chadron State College Social Work Program does not grant academic credit for life experience to meet any Social Work course requirements.

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

Background Checks and Felony Convictions

Students who subsequently apply to enter the Field Program after being accepted into the Professional Social Work Program may be required to give permission to have a criminal background check conducted by a state Bureau of Criminal Investigation or the Federal Bureau of Investigation, depending upon potential placement agency requirements. If a background check is required, students will be responsible for all incurred costs.

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

Review and Action on Applications to Professional Social Work Program

Applications for admission to the Professional Social Work Program are reviewed by the Social Work Admissions Committee. Action on the admission requests is based upon the recommendations of the Admissions Committee. The Social Work Admissions Committee may recommend: **admission, conditional admission, or deny admission**. Students are notified of the decision of the Admissions Committee by an official letter from the Director of the Social Work Program.

Students who are denied admission may appeal the decision by initiating the appeal process as outlined in the Social Work Program Student Handbook.

Transfer Students

Students transferring from Nebraska community colleges and other community colleges may upon completion of pre-requisite Social Work courses or upon enrollment in pre-requisite Social Work courses, apply for admission to the Professional Social Work Program.

Student Applications for Admission to the Professional Social Work Program must be submitted and a student notified of the Admissions Committee decision of acceptance into the Professional Social Work Program before a student can officially enroll in the advanced Professional Social Work courses through Chadron State College. In situations where students are applying to the Professional Social Work Program while finishing pre-requisite courses, students may pre-enroll

in Professional Social Work courses on a conditional basis with over-rides provided by the Director of the Social Work Program.

Students wanting to transfer credits from another institution must submit an official transcript to Chadron State College for evaluation. Unless an articulation agreement related to Social Work courses exists between Chadron State College and the institution, students must submit syllabi from prior Social Work courses to the Director of the Social Work Program. The Social Work Program does not accept transfer credits for any course offered in the Professional Social Work Program. For pre-requisite Social Work courses and social work elective courses, the final decision concerning content and acceptability of transferred course credits rests with the Director of the Social Work Program.

**Admission to Professional Program-
Required Pre-requisite Extra-Departmental Courses – 9 credits, plus 6 specific
general studies requirements**

Human Biology: Students are required by the Council on Social Work education to complete a 3-hour/credit course in Human Biology. The course does have a lab and the General Requirements of Chadron State College do include a science course with a lab.

American National Government: Students are required to take P.S. 231. American National Government (This course fulfills a 3-credit general studies requirement.)

Statistics for the Behavior Sciences: Graduating Social Work students are required by the Council on Social Work education to be able to conduct research with supervision and to evaluate their own practice. Understanding of statistics is essential for students entering the advanced Professional Social Work Program and enrolling in Social Work Research Methodologies. Students should take PSYC 238: Statistics for Behavior Sciences in Psychology. Other statistics courses taken outside Chadron State College may meet the pre-requisite requirements of the Social Work Program, but will require submission of a syllabus to the Social Work Program Director for verification that the course covers basic statistics.

Introduction to Sociology: Base of understanding of societal and environmental influences on human behavior.

Introduction to Psychology: Base of understanding of the personality and the processes of human perception and development.

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

**Admission to Professional Program-
Required Pre-requisite Social Work Courses**

SW 231 Professional Social Work (3 credits):

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

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

Examines theories of human development from prenatal to old age using a multidimensional, multicultural perspective that includes, bio-physical, psychological, social, economic, and spiritual. Students apply developmental knowledge and multidimensional perspectives through self-reflection, observations, interviews, and written analyses.

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

Examines theories and perspectives on human behavior in organizations and communities including political-economic motivations, expectation sets, and joining behaviors. Students apply developmental knowledge and multidimensional perspectives through self-reflection, observations, interviews, and written analyses.

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

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

**Admission to Professional Program –
Recommended Pre-requisite Courses**

There are several courses that are recommended for social work students. Some of these courses are included in the Generals Requirements at Chadron State College. Other courses are recommended for students entering a social work program.

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

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

IX. SOCIAL WORK COMPREHENSIVE MAJOR

A student must complete the following program in addition to the General Studies requirements in order to be eligible to graduate with a Bachelor Degree in Social Work. **For General Studies requirements please check the appropriate Chadron State Course Catalogue for the year you entered Chadron State College.** Before registering for social work courses, students must check on pre-requisites and co-requisites for particular courses. Students are blocked from taking Social Work courses, unless their transcript reflects the required pre-requisites and/or co-requisites. Students are encouraged to work with a social work advisor to design a plan of study that will expedite progress towards graduation and avoid unnecessary course scheduling complications.

Social Work Professional Program Required Courses (55 credits) + (6 credits of specific general studies)

Pre-Social Work Program – Extra Departmental Courses – 9 credits + 6 credits of general studies

American National Government (3-credit general studies requirement)
Human Biology (3-credit general studies requirement)
Statistics for the Behavioral Sciences (3 credits)
Introduction to Sociology (3 credits)
Introduction to Psychology (3 credits)
Survey of Economics (3 credit general studies requirement)

Pre-Social Work Program –Social Work Courses - 10 credits

SW 231 Professional Social Work (3 credits)
SW 251 Human Behavior and the Social Environment I (3 credits)
SW 252 Human Behavior and the Social Environment II Organizations& Communities (3 credits)
SW 271 Social Welfare History and Delivery Systems (3 credits)

Admitted to Professional Social Work Program-Social Work Courses -36 credits

SW 337 Diversity in a Rural Environment (4 credits)
SW 343 Research Methods (3 credits)
SW 343L Research Methods Lab (1 credit)
SW 431 Generalist Methods Lab (1 credit)
SW 432 Methods I: Individuals & Families (3 credits)
SW 433 Methods II: Therapeutic and Task Groups (3 credits)
SW 434 Policy Analysis and Implementation (3 credits)
SW 435 Methods III: Organizations and Communities (3 credits)
SW 458 Methods: Integrative Seminar (2 credit)
SW 459 Pre-Field and Orientation (1 credits)
SW 463 SW Professional Seminar (2 credits)
SW 464 SW Field Practicum (10 credits)

Social Work Elective Courses – Recommended

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

SW 331 Services to Children & Families	1-3
SW 332 Services to Elderly & Differently Abled...	1-3
SW 338 Cross Cultural Practice Skills.....	1-3
SW 339 Alcohol & Substance Abuse	1-3
SW 340 Social Work and Mental Health.....	1-3
SW 436 Forensic Social Work.....	1-3
SW 430 Topics in Social Work.....	1-3

Periodically, Social Work faculty offer special topics courses in Social Work during the academic year and during summer sessions under SW 430 Topics in Social Work.. Students are encouraged to consider one or more of the following special topic courses as electives in course planning and as supplements to a Social Work knowledge base.

- American Sub-cultures
- Grant Writing
- Religion and Spirituality
- Social Work: Supervision
- Managing a Changing Organization
- Creating Non-Profit Organizations
- Social Work: Advocacy
- Medical Social Work

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

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

4 th Year	<p>**SW 433 Methods II: Therapeutic & Task Groups (3)</p> <p>**SW 434 Policy Analysis & Advocacy (3)</p> <p>**SW 435 Methods III: Organizations & Communities (3)</p> <p>**SW 458 Methods: Integrative Seminar (2)</p> <p>**SW 459 Pre-Field & Orientation (1)</p> <p style="text-align: right;">12/116</p>	<p>**SW 463 Professional Seminar (2)</p> <p>**SW 464 Social Work Practicum (10)</p> <p style="text-align: right;">12/128</p>
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* Required Pre-requisite Courses for Admission to the Professional Social Work Program

** Required Courses following Admission to the Professional Social Work Program

Option #3: Recommended Course Sequencing For

Transferring Students with an AA 12/19/07

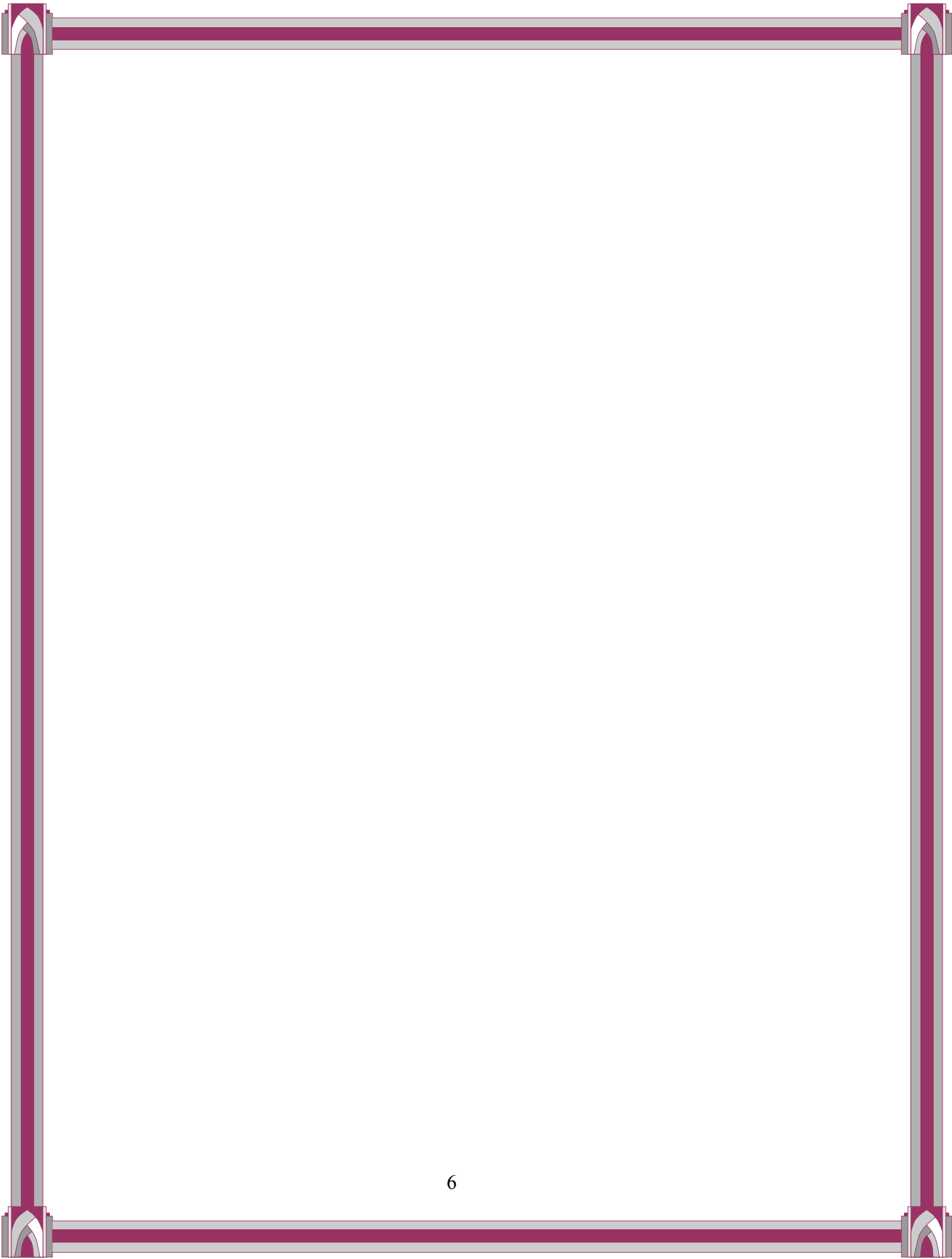
	1 st Semester	2 nd Semester
1 st Year at CSC	<p>Associates Degree Coursework and <u>SW 231 Professional Social Work (3)</u></p> <p><i>** Available by <u>ITV Scotts Bluff & Alliance</u>. Fall only</i></p> <p>CSC Econ 130 Survey of Economics (3) <u>OR</u> Econ 1230 Survey of Economics at WNCC</p> <p>*<u>CSC PSYC 238 Introduction to Statistics for the Behavioral Sciences (3)</u> <i>Available by <u>ITV Scottsbluff & Alliance</u>. Fall only</i></p> <p><i>(If prepared. If not, take appropriate math: College Algebra and PSYC 238 next Fall)</i></p> <p>*PS 231 Am. Nat'l Government General CSC <u>OR</u> WNCC (3)</p> <p>* CSC SW 271 Social Welfare History and Service Delivery Systems (3) ** <u>Available by <u>ITV Scotts Bluff & Alliance</u>. Fall only!</u></p>	<p>PSYC 131 General Psychology at CSC or at WNCC</p> <p>*CSC Econ 130 Survey of Economics (3) <u>OR</u> Econ 1230 Survey of Economics at WNCC</p> <p>SW 251 Human Behavior in the Social Environment I (3) <u>Spring course only</u>. CSC ** <u>Available by <u>ITV Scotts Bluff & Alliance</u>.</u></p> <p><u>MUST be taken this Spring as Pre-req for remainder of courses</u></p> <p>Anatomy & Physiology at WNCC <u>OR</u></p> <p>*BIOL 121 & BIOL 121L Human Biology & Lab General (2 + 1) if at CSC <u>Spring</u></p> <p>*SOC 231 Intro to Sociology CSC <u>OR</u> WNCC(3)</p>

<u>2nd Year at CSC</u>	<p>*CSC PSYC 238 Introduction to Statistics for the Behavioral Sciences (3) Available by <u>ITV Scottsbluff & Alliance, Fall only!</u> (If not taken previous Fall.)</p> <p>SW 252 Human Behavior in the Social Environment II: Organizations & Communities (3)** Available by ITV Scottsbluff & Alliance, SW251 Pre-requisite, Fall only!</p> <p>*PS 231 Am. Nat'l Government General CSC OR WNCC (3)</p> <p>* CSC SW 271 Social Welfare History and Service Delivery Systems (3) ** Available by ITV Scotts Bluff & Alliance, Fall only! (If not taken in previous Fall)</p> <p>Sw 331 Children & Families (3) (Social Work Elective)</p> <p><u>Any of the following not yet completed:</u></p> <p>Econ 130 (or Econ 1230 WNCC), <u>PSYC 238 Statistics for Behavioral Sciences, Am. Government, Human Biology & Lab (or A&P WNCC), Intro to Sociology, General Psychology, Survey of Economics, SW 231, SW271</u></p> <p style="text-align: center;">FALL</p> <p><u>Apply & Be Accepted To The Professional Social Work Program</u></p>	<p><u>Enter the Professional Social Work Program</u></p> <p><u>Starts in Spring only! All Pre-requisite courses must be completed.</u></p> <p>*SW 330 Diversity in a Rural Environment (4) ** Available by ITV Scottsbluff & Alliance.</p> <p>**SW 343L Research Methods Lab (1)</p> <p>**SW 343 Research Methods (3)</p> <p>**SW 431 Generalist Methods Lab (1)</p> <p>**SW 432 Methods I: Individuals & Families (3)</p> <p><u>SW 343 & 343L, SW 431 and 432 are on CSC Campus 1 day per week.</u></p> <p style="text-align: center;">SPRING</p>
<u>3rd Year at CSC</u>	<p>**SW 433 Methods II: Therapeutic & Task Groups (3)</p> <p>**SW 434 Policy Analysis & Advocacy (3) SW 434 is available on ITV Scotts Bluff & Alliance</p> <p>**SW 435 Methods III: Organizations & Communities (3)</p> <p>**SW 458 Methods: Integrative Seminar (2)</p> <p>**SW 459 Pre-Field & Orientation (1)</p> <p><u>SW 433, SW 435, SW 458, SW 459 are on CSC Campus 1 day per week.</u></p> <p style="text-align: center;">FALL</p>	<p><u>**SW 463 Professional Seminar on CSC Campus 1 x/week (2)</u></p> <p><u>**SW 464 Social Work Field Practicum (10)</u></p> <p><u>SW 464 Field Placement is in the community of student residence when possible.</u></p> <p style="text-align: center;"><u>GRADUATION IN THE SPRING!</u></p> <p style="text-align: center;">SPRING</p>

* This suggested sequence is based on course work usually needed by students transferring to CSC with an AA (Associate of Arts) Degree. It does not apply if the degree held by the student is an AS (Associate of Sciences). Some students who have completed Social Work Requirements within the AA degree may be able to complete the degree in 2 years. Students may also take summer courses to complete pre-requisite classes and enter the Professional Program in the 2nd year at CSC.

* All transferring students should request a Degree Audit based on a Social Work Major from the Registrar and bring it to meet with a CSC Social Work Program Advisor.

* Other courses may be identified by faculty as beneficial to a student. These are not required by the program, but are recommended. For example, Social Work students are strongly encouraged to take PSYC 435 Theories of Personality (3) prior to entering the Professional Social Work Program.



**Students interested in the following fields of Social Work practice, may want to consider
ONE OR MORE of the following recommended electives:**

Disability Services

SPED 231 Survey of Effects of Mild/Moderate Disabilities (3)
 SW 332 Services to Elderly and Differently-Abled (3)
 SPED 332 Language and Learning Disorders (3)
 SOC 439 Sociology of Deviance (3)
 SPED 435 Assessing Individuals with Mild/Moderate Disabilities (3)
 PSYC 435 Theories of Personality (3)

Policy Analysis

ECON231 Macroeconomics (3)
 ECON 232 Microeconomics (3)
 LS 333 The Judiciary and Constitutional Law (3)
 SOC 334 Public Opinion and Propaganda (3)
 SP 346 Theories and Practice of Persuasion (3)
 SOC 340 Social Change (3)
 PS 421 Contemporary Political Thought (3)
 PS 432 The Legislative Process (3)

Mental Health Services

PSYC 233 Addiction (3)
 SOC 333 Marriage & Family (3)
 BIOL 331 Human Sexuality (3)
 AIS 334 Lakota Society and Culture (3)
 SW 340 Mental Health Social Work (3)
 SP 346 Intercultural Communications.
 PSYC 433 Abnormal Behavior (3)
 PSYC 435 Theories of Personality (3)

International Social Work

GEOG 300 World Cultures
 ECON 332 Int. Econ and Societies (3)
 PS 332 International Politics (3)
 SOC 340 Social Change (3)
 AGRI 431 International Food Policy (3)
 ECON 433 Intro to Int. Econ Dev. (3)

Adolescent –School Services

PSYC 233 Addiction (3)
 SPED 331 Behavioral Interventions (3)
 SOC 332 Juvenile Delinquency (3)
 AIS 334 Lakota Society and Culture (3)
 PSY 336 Adolescent Psychology (3)
 CJ 338 Community Based Corrections (3)
 SW 339 Alcohol and Sub. Abuse (3)
 CJ 432 Juvenile Law (3)
 SOC 439 Sociology of Deviance (3)

Administration

SP 230 Conflict Resolution and Mediation (3)
 LS 235 Administrative Law (3)
 MGMT 320 Office Mgmt. (3)
 AIS 334 Lakota Society and Culture (3)
 BA 337 Business Law (3)
 PSYC 434 Organizational Behavior (3)
 LS 435 Law of Business Organization (3)

Child Welfare Services

LS 236 Family Law (3)
 FCS 238 Prenatal and Infant Development (3)
 SW 331 Services to Children and Families (3)
 BIOL 331 Human Sexuality (3)
 SOC 333 Marriage & Family (3)
 AIS 334 Lakota Society and Culture (3)
 SOC 335 Ethnic and Minority Group Relations (3)

Gerontology Services

PSYC 234 Cognitive Psych (3)
 SW 332 Services to Elderly and Differently-Abled (3)
 PSYC 430 Physiological Psych (3)

The Social Work Program periodically offers elective courses depending upon available resources and administrative approval. Elective courses are available to all students on campus and may be offered to students at distant sites via Interactive Distance Learning and or may be offered as hybrid courses, combining face to face contacts with online discussions.

Children and Family Services (3 credits)	Social Work and Mental Health (3 credits)
American Sub-cultures (1-3 credits)	Grant Writing (1-3 credits)
Religion and Spirituality (1-3 credits)	Social Work: Supervision (1-3 credits)
Managing a Changing Organization (1-3 credits)	Creating Non-Profit Organizations
Services to Elderly & Differently-Abled (1-3 credits)	Social Work: Advocacy (1-3 credits)
Special Topics in Social Work (1 to 3 credits)	

X. PROFESSIONAL SOCIAL WORK COURSES

Following Admission to Social Work Program

(Course Catalogue – Effective 8/2005)

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

Students who have entered the Social Work Program under a differing catalogue or who have a prior approved course plan will need to develop a proposed Social Work curriculum plan that addresses the revisions in courses that were implemented in the Fall 2005.

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

Descriptions of Social Work Method's Courses

SW 337 Diversity in a Rural Setting – 4 credits (*Pre-requisite: Admission to the Social Work Program*)

Examines social issues (poverty, isolation, transportation, and housing) and theories related to life experiences, heritages, and cultures of African Americans, Native Americans, Asian Americans, Hispanic Americans and other at-risk-populations, including women and sexual minorities in the rural context. Discusses factors of service provision with emphasis on capacity building of rural communities and issues of accommodation, acculturation, and assimilation.

SW 343 Research Methods – 3 credits (*Pre-requisite: Statistics Course; Pre-or Co-requisite: SW 337 Diversity in a Rural Environment; Co-requisite: SW 343L Research Methods Lab*)

Introduces qualitative and quantitative world views, basic research methods, including developing single subject, survey, and grounded theory research designs to evaluate practice. Critiques of research articles and application of existing Social Work knowledge and empirical research to design interventions with individuals, families, groups, communities, and organizations. Students apply knowledge and skills through individual and group projects.

SW 343L Research Methods Lab – 1 credit (*Co-requisite: SW 343 Research Methods*)

Students apply a knowledge of SPSS and Qualitative software involving data entry and data analysis on data generated from group projects developed in SW 343 Social Work Research Methods. Students complete developmental assignments on use of SPSS and qualitative analysis.

SW 431 Generalist Methods Lab – 1 credit (*Pre- or Co-requisite: SW 337 Diversity in a Rural Environment*)

Students acquire knowledge and skills in professional use of self in various interpersonal situations, such as, professional interviewing, personal assertiveness, dealing with power and authority differentials, negotiating within various types of professional relationships, and using persuasion. Students in small groups videotape role plays and individually complete programmed learning exercises.

SW 432 Methods I: Individuals and Families – 3 credits (*Pre-requisite: Admission to Social Work Program; Pre- or Co-requisite: SW 431 Generalist Methods Lab*)

Examines Social Work interventions with individuals and families based upon Social Work research and theory, particularly the strength's perspective. The course content includes: approaches to assessment, planning, implementation, and evaluation. Specific emphasis is given to Social Work considerations of diversity when working with individuals and families.

SW 433 Methods II: Therapeutic and Task Groups – 3 credits (*Pre-requisite: SW 432 Methods I: Individuals and Families*)

Examines a broad range of groups, with emphasis on group theory, the nature and uses of therapeutic and task groups, including: group development, group dynamics, group facilitation skills, group assessments and outcomes. Students apply knowledge, skills, and values in simulations and role plays with emphasis on assessment, design, and interventions with multi-cultural individuals, families, organizations and communities.

SW 434 Policy Analysis and Advocacy – 3 credits (*Pre- or Co-requisite: SW 433 Methods II: Therapeutic and Task Groups*)

Examines theories on the development of public social welfare policy in the United States and explores the mechanisms and methods that sustain discrimination and oppression within policy processes. Examines historical, content, process, political-economic, comparative, and constructivist models of policy analysis and applies these models to national and global social welfare issues for at-risk populations. Students complete a policy analysis of a national policy with local relevance, recommend proposed changes, and identify strategies for changing social welfare policies and practices.

SW 435 Methods III: Communities and Organizations – 3 credits (*Pre- or Co-requisite, SW 434 Policy Analysis and Advocacy*)

Explores strategies and tactics for organizational and community change using a strength's perspective with attention to changing barriers to out-group participation in society and with attention to building systems responsive to the physical, psychological, social and economic needs of minority populations. Students complete organizational and community assessments, identify change targets, propose strategies and tactics for creating change.

SW 458 Methods: Integrative Seminar - 2 credits (*Pre- or Co-requisite: SW 434 Policy Analysis and Advocacy; SW 435 Methods III: Organizations & Communities*)

Based on case studies presented by the instructor and community professionals, students conduct multidimensional assessments, develop multi-level interventions, and propose evaluation methods using Social Work empirical knowledge, existing research, and practice theories of individuals, families, groups, organizations, and communities. Issues associated with race/ethnicity, minority status, disabilities, and economic status involving vulnerable populations or at-risk population are emphasized.

SW 459 Pre-Field & Orientation– 1 credit (*Pre- or Co-requisite: SW 458 Methods: Integrative Seminar*)

Examines ethical dilemmas and ethical decision making, Social Work Code of Ethics, professional behavior, organizational entry, use of supervision, and field instruction policies and procedures. Field instructors and students complete written learning agreements with identified tasks that permit measurement of student attainment of social work program knowledge, skill and value objectives. Students complete a 40 hour orientation to assigned field agency

SW 463 Professional Seminar – 2 credits (*Pre-requisite: Formal acceptance into the Field Program; SW 459 Pre-Field & Orientation; Co-requisite: SW 464 Practicum*)

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

SW 464 Practicum – 5 to 10 credits, repeatable up to a grand total of 10 credits. (*Pre-requisite: SW 459 Pre-Field & Orientation; Co-requisite: SW 463 Professional Seminar*)

Provides a structured educational experience in an approved social service agency with an approved field instructor based upon a written learning contract. Students complete a **minimum** of 225 to 450 hours, 20 to 40 hours per week during the full academic term. Students complete a variety of learning tasks that demonstrate knowledge, skills, and values of a beginning generalist Social Work Professional.

SW 231
Professional Social
Work
3 Credits

SW 251
Human Behavior
in the Social
Environment I
3 credits

SW 252
Human Behavior
in the Social
Environment II:
Organizations &
Communities
3 credits

**SW 271 Social
Welfare History
& Delivery
Systems
3 credits**

Year 1 & 2

FORMAL APPLICATION TO THE SW PROGRAM AFTER MEETING PRE-REQUISITES OF THREE SW COURSES LISTED ABOVE AND CERTAIN OTHER GENERALS.

SW 431
Generalist
Methods Lab
1 credit
Pre-requisite or
Co-requisite
SW 333
&
SW 343

SW 432
Methods I:
Individuals &
Families
3 credits
Pre-requisite or
Co-requisite:
SW 343
&
SW 431

SW 333
Diversity in a
Rural Setting
4 credits
Pre-requisite:
Admission to
SW Program

SW 343
Research
Methods
3 credits
Pre-requisites:
Admission to
SW Program
Co-requisite:
SW 343L

SW 343 L
Research Lab
1 credit
Co-requisite:
SW 343

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APPLICATION TO SW460 AND SW460S AFTER COMPLETION OF ALL PRIOR SOCIAL WORK COURSES OR WITH SW 433, 435 AND 434 AS CO-REQUISITES

SW 433
Methods II:
Therapeutic
and Task
Groups
3 credits
Pre-requisite
SW 432

**SW 459 Pre-
Field &
Orientation**
1 credits
Pre- or Co-
requisites:
SW 458

**SW 435 Methods
III: Organizations
and Communities**
3 credits
Pre- or Co-
requisite:
SW 433

SW 458
Integrative
Seminar I
2 credit
Co-requisite or
Pre-requisites:
SW 434 &
SW 435

SW 434
Policy
Analyses and
Implementati
on
3 credits
Pre- or Co-
requisite:
SW 433

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STUDENTS ARE IN FIELD PLACEMENTS INITIATED DURING SW 459. This model provides some options of block or MODIFIED concurrent hours.

SW 464 Practicum
10 credits
(minimum of 450 hours 32/wk)
Pre-requisites: SW 459
Co-requisite: SW 464

SW 463 Professional Seminar
2 credits
Co-requisite: SW 464

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Social Work Field Instruction

Once you have completed your pre-requisite courses, including generals and extra-departmental courses and the social work courses, you are prepared to apply for field instruction. The application process generally takes place during the last semester of your junior year. In preparation for applying to field instruction, you can obtain a copy of the CSC Field Practicum Manual from the Director of the CSC Field Practicum Program. All policies and practices applicable to the Field Program are detailed in the CSC Field Practicum Program Manual.

You are strongly encouraged to obtain the time table for the field application, as well as the policies and procedures for the Field Education Program by contacting the Field Director at the Social Work Program.

Field instruction is an integral part of the Social Work Program. It provides an opportunity for students to integrate knowledge, skills, and values learned in prior coursework. It provides an opportunity for students to put into practice those skills developed in practice and methods courses, apply the knowledge and values of the profession, and integrate empirical research to guide their practice. The practicum requires 450 hours of practice in an approved human service agency setting. There are two components of Field instruction: Field Practicum and Professional Seminar which are to be taken concurrently. These serve as the capstone courses for integration of the learning outcomes identified in all previous Social Work courses in the Bachelor's in Social Work Program.

The Field Instruction Program at Chadron State College is based primarily on a full-time block placement of no less than 32 hours per week in an agency setting. However, under special circumstances, it is possible with permission of the Social Work Program to complete Field Practicum and Professional Seminar over the course of two semesters. Prerequisite Social Work courses in the major must be satisfactorily completed prior to Practicum. The CSC Social Work Field Instruction Program requires students to complete a minimum of 450 hours in their field placement.

The Social Work Program at CSC admits only those students who have met specific course requirements to Field Practicum. Prior to making application for Field Practicum, students are expected to have completed prerequisite courses, as identified in the Social Work Student Handbook, including general studies courses and extra-departmental courses and to have completed or be enrolled in final Social Work courses. **The CSC Social Work Program does not grant course credit for prior life experience or work experience (Field Manual, p. 9).** Students are expected to have taken all requirements for graduation with the exception of SW 463 Professional Seminar & SW464 Practicum.

XII. SOCIAL WORK STUDENT DATA

Email

Students are required to secure an e-mail account. An email account is free for students registered for courses at Chadron State College. Specific information can be obtained from the Department of Information Technology, Miller Hall, telephone: 308-432-6311.

Bulletin Boards

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

Computer Help Desk

General Information

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

- The Help Desk is the primary contact for all computing and network issues encountered by faculty, staff and students at Chadron State College.
- Network and email account information and passwords are obtained at the Help Desk.
- All calls to report problems or requests for support are channeled through the Help Desk for evaluation.
- Information provided by the caller determines the category and priority of the request.
- If the request cannot be resolved immediately, that information is routed to an appropriate computer technician.

Contacting the HELP DESK

Hours:

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

By phone:

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

By electronic mail:

The email address is helpdesk@csc.edu.

By mail:

Department of Information Technology
Chadron State College

The Library

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

Chadron State College maintains a collaborative relationship with a number of providers of electronic periodicals. Students can access these search engines and data bases through the Pipeline Internet Network.

OFF-CAMPUS LIBRARY LINK INSTRUCTIONS:

<http://www.csc.edu/library/offcampus.htm>

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

Student Files

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

Updating Addresses, Phone Numbers, and E-mails

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

Faculty Advising

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

Students are required to meet with their advisors for a minimum of two times a semester. These meetings differ as students develop relationships with advisors and as they advance through the program. Faculty is available to work with students in order to complete

Student Profile Forms and Student Curriculum Planning Sheets. These forms are used to assess student status with regard to courses and credit hours and to plan the sequencing of courses in order to fulfill the College and Social Work requirements for graduation.

Student should contact their advisors when:

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

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

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

XIII. SOCIAL WORK STUDENT RIGHTS AND RESPONSIBILITIES, SOCIAL WORK PROGRAM GATEKEEPING, TERMINATIONS, & VIOLATIONS OF SOCIAL WORK CODE OF ETHICS.

Student Rights and Responsibilities

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

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

The Right of Access to the Social Work Program.

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

Rights in the Classroom.

- Students should be free to learn in social work courses and in a classroom that is a safe place for students to freely express ideas and diverse opinions. Social Work instructors should encourage student expression.
- Students should receive a final course syllabus by the end of their first full week of classes and student should expect this syllabus to remain without substantial changes unless agreement with the students in the class is reached. The syllabus should identify the intent of the course, the required readings and assignments, the learning outcomes, the due dates, examination schedules, and criteria used in assigning grades.
- Students should be free to express disagreement with ideas and opinions expressed within the classroom, but should be willing to explore the reasoning and empirical information that maybe a base for beliefs and opinions.
- Students should be free to express their ideas and opinions with regard to

the readings and assignments in a course, but should be willing to meet the standards of academic performance established for a class.

- Students should be provided with information on materials that are to be covered on midterm and final exams. Students have a right to inspect and discuss their exams and papers with faculty.
- Students should have an instructor present at scheduled class times, unless there is a need to cancel classes. When cancellations occur, students have a right to be notified in advance.
- Students should be able to find an instructor in their office during a minimum of five weekly office hours. If this is not possible students should be able to expect that a faculty person will make reasonable accommodations to meet with a student during non-posted hours that are convenient to the student and the instructor.
- Students should receive course grades which represent the instructor's good-faith judgments of performance in the course.
- Faculty should not discriminate against students because of personal prejudices or stereotypes.
- Students should expect Social Work faculty to provide them with the procedures for grieving decisions or judgments affecting them and which they believe are inequitable, unfair, or unjust.

Right to Freedom from Sexual Harassment.

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

Right to Privacy and to Inspect Public Records

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

Right to Freedom of Association, Expression, and Advocacy

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

Right to Contribute to University Governance and Curriculum

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

Right to Accommodation for Individuals with Disabilities

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

Student Responsibilities

- Students are responsible for achieving high academic standards and grades in Social Work.
- Students are responsible for meeting with Social Work faculty advisors in order to identify courses of study that meet all requirements and requisites of the Social Work Program and CSC.
- Students are responsible for understanding university policies and procedures involved in registering for courses or declaring major and minors.
- Students are responsible for developing and demonstrating competencies in all knowledge, skill, and values of a beginning generalist social worker.
- Students are responsible for the timely completion of all related paperwork including but not limited to courses, applications, and graduation.
- Students are responsible for creating a balance in time and effort between their family, work, and academics.
- Students are expected to adhere to and conduct themselves in accordance with the Code of Ethics of the National Association of Social Workers.

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

Gatekeeping Processes

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

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

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

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

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

Admissions Committee Actions on Applicants to the Professional Program

All applications to the Professional Social Work Program will be considered. The application process follows the procedures outlined in an earlier section of this handbook. In situations where a Concern is raised regarding a student’s suitability for acceptance

into the Professional Program and the Admissions Committee recommends NO ADMISSION OR CONDITIONAL ADMISSION, a faculty member or student applicant may submit a written request to the Director of the Social Work Program or the Chair of CPSW requesting that a Concern be addressed by the Program's Gatekeeping Committee.

Field Director and Field Advisory Committee Actions on Applicants to the Professional Field Program and on Students in Field Placements.

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

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

The Composition of the Gate Keeping Committee will be:

1. Social Work Program Director
2. Social Work Field Director
3. Optional: Chair of CPSW
4. 2 BSW Student Representatives
5. 2 Social Work – Community Professionals.

The Gate Keeping Committee will meet at a time convenient for the greatest number of participants. The Committee will request that written materials be submitted to the committee by an established deadline. The parties to the concern will be invited to present a brief on the issues and on recommended solutions. After hearing the briefs and reviewing the written materials, the committee will issue a recommendation to the parties to the concern.

Recommendations of the Gate Keeping Committee may involve one or more of the following actions:

1. Recommend NO ACTION by either party.
2. Recommend CORRECTIVE ACTION on the part of one or the other parties to the concern.
3. Recommend ACTION to NEGOTIATE a RESOLUTION to the concern by referring to Social Work Program Director, involving a Conflict Resolution Team, or identifying another party to the concern.
4. Recommend ACTION to REINSTATE a student who has been removed by a faculty person from a classroom, a student removed from field placement, or a student

denied admission to the Professional Program or Field Practicum due to concerns identified by the Admission Committee or the Field Director.

5. Recommend ACTION to TERMINATE one or both parties to the concern.
6. Recommend ACTION FOR EVALUATION of one or both parties to the concern to address the potential issues and that such an evaluation be returned to the Director of the Social Work Program.
7. Recommend DELAY ACTION in order to obtain additional information, resources, or permit additional time for the concern to be resolved without the committee issuing an action.

Participants to this committee are expected to maintain confidentiality and to protect the privacy of all parties to this concern and the information related to this concern. Failure to maintain confidentiality is considered a violation of the Social Work Code of Ethics and may result in the initiation of Gate-Keeping procedures related to the concern.

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

Procedures for Handling Concerns within the Social Work Program

1. Issues/concerns will be addressed directly between the parties of the Concern.
2. If a Field related issue, then the parties to the Concern need to request action by the Field Director. The Field Director may convene the Field Advisory Committee to recommend action on a Concern.
3. Any or all parties to the Concern may submit a written request for a recommendation from the Social Work Program's Gatekeeping Committee.
4. Any or all parties to the Concern may request action by the Director of the Social Work Program.
5. After using the procedures outlined in the Social Work Program Student Handbook, any party to a Concern may use the CSC appeal process outlined in the CSC Student Handbook.

Student Involvement and Representation.

Social Work Club

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

1. Students can associate with other Social Work students, ranging from those who are first taking social work classes to those who are preparing to graduate. The support and wisdom of other Social Work students is invaluable.

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

The Social Work Club meets twice a month over the academic year.

Occasionally, Social Work Club members will continue to meet over the summer if sufficient numbers of students are available. For additional information, check with one of the Social Work Club officers or ask one of the Social Work faculty members.

XIV. COLLEGE POLICIES

GRADUATION POLICIES AND REQUIREMENTS

Graduation Requirements

To be eligible for graduation from Chadron State College a student must:

1. Complete all Generals requirements.
2. Complete 44 credits of Social Work classes and 13 credits of related foundation area courses
3. Complete a total of 125 credit hours
4. Complete a completed application for graduation to the Registrar.

Graduation Regulations

1. Candidates who plan to complete requirements for graduation in December must file formal application with the Registrar by April 15. Those who plan to graduate in May must file by November 15.
2. If, because of certain specific academic programs, it appears the student can qualify for more than one degree with the associated major, the student must determine for which degree he/she will apply.
3. A 2.5 grade point average (from all institutions attended) must be maintained for the Bachelor of Science in Education programs. A grade point average of 2.0 (from CSC) must be maintained for all other Baccalaureate degrees.
4. A minimum of 125 semester hours must be earned of which 45 hours must be in 300 or 400 (junior or senior) level courses to meet the requirements for all baccalaureate degrees.
5. A minimum resident attendance of thirty-six weeks and completion of at least 30 semester hours of credit from Chadron State College is required. Students pursuing a baccalaureate degree may obtain resident credit from off campus courses taught by Chadron State College.
6. Twenty-four of the last thirty semester hours of credit must be from Chadron State College.
7. No more than 66 credit hours may be transferred or applied towards a baccalaureate degree from one or more two (2) year institutions.

8. As part of the graduation process, exit assessments for all academic programs and General Studies are required of all students. Dates and times of these assessments will be scheduled and taken throughout the candidate's final year at Chadron State College.
9. Candidates must have completed or be enrolled in all courses required for the degree prior to application for graduation. Any coursework required for the degree that is incomplete or in progress from a previous term must be completed and graded thirty (30) days prior to commencement. All Directed Independent Study coursework must be completed and graded thirty (30) days prior to commencement.
10. Students may not claim the right to graduate under the provision of a General Bulletin issued more than five years prior to the end of the semester in which they expect to complete their work, unless they have been in military service or have earned college credit in residence at Chadron during each calendar year since beginning the program of study. Students are required to use a General Bulletin of the year they enrolled or later.
11. Candidates for degrees are required to take part in the formal exercises of commencement unless prior notification is given to the Registrar. Candidates for degrees are required to wear the academic cap and gown at the Commencement exercise. All commencement regalia are ordered through the Eagle Pride Bookstore.
12. Students pursuing their first baccalaureate degree may be eligible to graduate with honors from Chadron State College. Honor designations are calculated at the end of the semester prior to the semester in which graduation occurs. The student must have completed at least forty-five CSC semester hours at the end of this prior semester, with a cumulative grade point average as follows:

3.90 - 4.00 summa cum laude

3.75 - 3.89 magna cum

Nondiscrimination Policy/Equal Educational And Employment Opportunity Policy

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

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

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

Americans with Disabilities Act Policy

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

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

**PROGRAM ACCESS - Senior Vice President
for Academic and Student Affairs**
Dr Lois Veath
Administration Building, Room 151
432-6203

Vice President, Enrollment Management
Student Services; Dr Richard Rhine
Crites Hall, Room 337; 308-432-6231

EMPLOYEE ACCESS - Director of Human Resources
Ms. Kara Vogt
Administration Building, Room 140; 432-6224

XV. STUDENT CONDUCT POLICIES

Academic Honesty

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

The following acts are examples of plagiarism:

1. Handing in an assignment that someone else has written and claiming the work as one's own.
2. Handing in an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
3. Handing in an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

“Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment.

“Documenting” means providing the name of the author, the source used, and other relevant bibliographical information such as addresses for web sites used as sources. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

Civility

Civil behavior enhances the academic setting, and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. Courtesy and respect for others create a pleasant environment and improve learning for all.

Class Attendance

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected.

Lists of students anticipating absence for college-related activities will be distributed to faculty. These students will be excused from their classes but not from the work required in those classes.

Students who are absent from class will profit greatly by consulting their professors because any absence jeopardizes the student's understanding of the course. Faculty members are encouraged to assist students with make-up work if the absence was unavoidable.

Responsibility for arranging make-up study rests with the student.

XVI. ACADEMIC PROBATION AND SUSPENSION

Probation

Probation is a warning to the student that his/her grades are below the academic standards of Chadron State College. A student will be placed on probation if:

- His/her cumulative grade point average is below 2.00.
- As a first-year student, he/she earns less than a 1.00 in his/her initial semester at Chadron State College.

The student will be allowed to continue for one additional semester on probation. The student's failure to bring his/her cumulative grade point average to a successful level will result in academic suspension from Chadron State College

Suspension

Academic suspension results in a student being denied enrollment in academic programs at Chadron State College, except in summer terms and in directed independent study courses.

- A student who is not a first-time, first-semester student and who earned less than a 1.00 cumulative grade point average will be academically suspended for one semester.
- A student who has been placed on probation will be academically suspended from the College for one semester if his/her semester grade point average (GPA) falls below 2.50 and his/her cumulative GPA falls below the following scale:
 - After attempting 1-29 CSC semester hours.....1.25
 - After attempting 30-44 CSC semester hours.....1.50
 - After attempting 45-59 CSC semester hours.....1.76
 - After attempting 60+ CSC semester hours.....2.00
- Transfer students, including those classified as first-year students, must earn a 2.00 GPA in their first semester to be allowed to continue at Chadron State College.

The first suspension from Chadron State College is for one semester. The second suspension from Chadron State College is for three years.

Suspension Appeals

A student may appeal an academic suspension or probation or a denial of admission if he/she believes that an error occurred or if extenuating circumstances affected the scholastic performance and would warrant retention in college. The appeal is initiated with written petition to the Senior Vice President for Academic and Student Affairs.

A second suspension is not appealable for three years.

XVII. COUNSELING, CAREER, AND TUTORING SERVICES

Many services are available at Chadron State College that promote the successful academic and social integration of all students. Tutoring services are available in the Kline Building. All other services are located in Crites Hall.

Academic Counseling

Academic Counseling assists students in realizing the maximum educational benefits available to them at Chadron State College. This service helps students to better understand themselves and learn about the resources available to meet their specific educational needs and aspirations. Any student may benefit from this service, which is provided by trained professionals and coordinated with faculty advising.

Career Counseling Services

Career Counseling Services are available to assist students in exploring career options and developing effective job search skills. Career Counseling provides assistance to students in making career-related decisions through the assessment of skills, interests, beliefs, values, and personality characteristics. The Career Resource Library contains information and resources on numerous businesses, careers, job vacancies, college catalogs, and job search strategies.

Disability Services

Chadron State College is committed to providing learning opportunities for all students so they may achieve their academic potential. Reasonable accommodations may be provided to enable students with disabilities to receive information, to learn, and to demonstrate learned information. The accommodation process is an interactive one and requires full participation of the student. Students requiring reasonable accommodations to ensure success at Chadron State College need to submit documentation to verify the student's disability. This documentation should be sent directly to the Counseling, Career, and Tutoring Services office from a qualified health professional. Applicable diagnosis and a description of the impact of the disability on academic performance are required within the documentation to support the need for the requested accommodations. The College reserves the right to have the documentation reviewed by appropriate professionals and to request additional evaluation to gain supplementary information necessary to ensure that appropriate accommodations are requested and available.

Multicultural Services

Multicultural Services assists all Chadron State College students to live effectively in today's global community. Program activities provide opportunities for diverse groups to build understanding and respect through communication and shared experiences.

Personal Counseling

Certified counselors offer confidential, personal counseling to all students. This short-term counseling is available for students who are making difficult choices, going through periods of transition, seeking to change behaviors and/or improving their decision-making skills.

Placement

The Placement Office assists students in the job application process by providing access to many job vacancy bulletins and computerized job searching. Students who register with this office are referred to schools and businesses looking for capable personnel. Students can establish a professional credential file which consists of recommendations and transcripts. This file is sent upon request when the student is applying for a position. Workshops on career topics, class presentations, Teacher Interview Day, and Career Information Day are offered each year.

Tiyospaye Center

The Chadron State College Tiyospaye Center provides American Indian students with support services designed to help them succeed academically. The Tiyospaye Center is staffed by a part-time American Indian Counselor.

Tutoring

Tutoring services include both individual and small group tutoring. Assistance and materials on study skills are also available. In addition to daytime tutoring, nighttime study and help sessions are available in the Kline Building, Second Floor. Services are free to all students including those who are academically successful and those who are experiencing academic difficulties.

Health Services

College Health Services are available to all students and staff at Chadron State College. Located in Crites Hall, Health Services is staffed by a Registered Nurse who treats minor illnesses and injuries, dispenses non-prescription medication, and offers wellness and lifestyle counseling. If prescription drugs or further treatment are needed, the nurse will make appointments for students at a local medical clinic. It is the responsibility of the student to notify his or her instructor prior to absence from class due to illness. For absence due to extended illness or hospitalization exceeding five class days, the College Nurse will notify instructors if requested to do so by the student. Such verification does not necessarily mean the absence is excused by the instructor.

Housing

The Housing Office assigns and supervises all on-campus housing which includes six residence halls and fifty five CSC apartments. A variety of housing options are available so that accommodations may be selected on the basis of need, interest, and cost.

All first-year students are required to live on campus and participate in the meal program except for those who are: (1) married, (2) single parents, (3) living with parents, or (4) over 21 years of age. These students must fill out an Off-Campus Application Form, available at the Housing or Admissions Offices. The application must be returned to the Housing Office for approval prior to the start of the semester.

Every student residing in a residence hall must enter into a contract on forms provided by CSC. Chadron State College reserves the right to increase room, board, and apartment rates, upon approval of the Nebraska State Colleges Board of Trustees.

All residents of college-owned housing must uphold the laws of the State of Nebraska and the regulations set forth by the Nebraska State College Board of Trustees and Chadron State College as they pertain to college-owned housing.

Specific policies pertaining to Chadron State College residence halls and family housing apartments are included in the “Chadron State College Student Handbook.” The Student Handbook, along with additional information and applications, may be obtained by contacting the Housing Office.

Residence Life Programs

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

APPLICATION TO
PROFESSIONAL SOCIAL
WORK PROGRAM



Social Work Program

Department of Counseling, Psychology, & Social Work
College of Graduate and Professional Studies
Chadron State College

APPLICATION TO THE SOCIAL WORK PROGRAM

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

Admissions Requirements

1. Completed Application Form
2. 2.0 GPA overall and 2.75 in Social Work pre-requisite courses/ conditional waiver (copy of official transcript)
3. Receipt of 3 Letters of Reference
4. Completed Professional Goals Statement
5. Completed Introduction to Social Work or Equivalence if a transfer student.
6. Completed all Pre-requisite Courses
7. Completion of all or most Generals and Elective courses
8. Review and Signed Intent to Comply with National Association of Social Work Code of Ethics.
9. Documentation of Volunteer Experience
10. Approval by Social Work Program Admission Committee

Availability of Application Materials

Application packets for admission to the Social Work Program are available from Social Work faculty and the Departmental Office Assistant Extraordinaire.

Deadlines for Submission of Application Materials

Students are admitted into the Social Work Program in the Fall, Spring, and Summer Semesters. Generally, students apply for admission during the semester they are taking SW 251 Human Behavior in the Social Environment (Spring of the year prior to your Spring admission to the Professional Program). Applications for Admission are received in the Social Work Program until **April 15th** each year. Transfer students may request consideration for Admission prior to **August 31st**. Acceptance into the Social Work Program is based on information provided by the student. In some situations you may be asked to participate in an interview with one or more Social Work Program faculty. You will also interview with the Social Work Program Advisory Committee in the Spring or Fall prior to admission to the advanced Professional Program. Once the decision is made regarding your application for admission to the advanced Professional Program, you will receive a letter in writing from the Program Director.

Steps in Completing the Application for the CSC Social Work Program

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

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

Step #3: Your transcript should show that you have completed a course in Human Biology. The major focus of Human Biology is the presentation of a systems framework that includes biological-ecological perspectives. You should have taken ECON 130 Survey of Economics or an equivalent course, PSYC131 General Psychology, PSYC 238 Introduction to Behavioral Statistics, SOC 231 Introduction to Sociology, PS 231 American Government. If you have completed a course that you consider an equivalent for any of these courses, please submit a copy of the course syllabus with a “Substitution Request Form” to your advisor or Program Directors for determination.

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

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

reference should address the following items:

1. Name of the Reference
2. Address & Telephone # of Reference
3. How long they have known you.
4. In what capacity they have known you.
5. His/her descriptions of your personality and character (integrity, honesty, responsibility, maturity, and commitment).
6. Her/his view on your compatibility and interest in working in the field of Social Work.
7. If the reference is from a prior employer, comments about your work habits and work duties should be included.
8. Written Letters of Reference should accompany the numeric rating reference sheets.

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

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

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

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

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

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

Checklist for Applying to the Social Work Program

- I have completed all of the required extra-departmental courses
 - Human Biology – 3 credits
 - Statistics – 3 credits
 - Intro to Psychology – 3 credits
 - Intro to Sociology – 3 credits
 - American National Government – 3 credits
 - Survey of Economics-3 credits

- I have completed all or most of my other General Requirements, as well as my electives.

- I have completed all of the required pre-requisite Social Work courses
 - Professional Social Work – 3 credits
 - Human Behavior in the Social Environment I– 3 credits
 - Human Behavior in the Social Environment II-3 credits
 - Social Welfare History and Delivery Systems – 3 credits

- I have read the Social Work Student Handbook.

- I have checked the deadline dates for submitting my Application in the Spring and/or Fall Semesters.

- I have completed, signed, and submitted the Application for Social Work by the Deadline Date.

- I have distributed and affirmed that references letters have been returned to the Social Work Program by the Deadline Date.

- I have completed and submitted a personal statement according to the guidelines by the Deadline Date.

- If I am transferring to CSC and requesting admission, I have completed a course audit and have attached the course audit, transcripts, and required syllabi by the Deadline Date.

- Once I have submitted all materials for Admission, I scheduled and completed an interview with a Social Work faculty person by the Deadline Date.

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

- If I have completed all pre-requisite courses prior to applying to the Social Work Program, I understand that a decision will be made on my admission and I will receive a letter from the Director of the Social Work program informing me of the decision.



Social Work Program
 Department of Counseling, Psychology, & Social Work
 College of Graduate and Professional Studies
 Chadron State College

APPLICATION FOR ADMISSION

Name _____ Campus Phone _____

Campus Address _____ City _____ State/Zip _____

Permanent Address _____ City _____ State/Zip _____

Home Phone _____ Work Phone _____

Work Experience

Dates		Where	Job Duties
<i>From</i>	<i>To</i>		

Volunteer Experience

Dates		Where	Job Duties
<i>From</i>	<i>To</i>		

Please review each of the following statements:

I understand that it is the practice of the Social Work Program to not admit persons who have been convicted of a felony involving children. This decision can be appealed through the procedures outlined in the Social Work Student Handbook and in the Chadron State College Handbook for Students. In addition, a student with a felony conviction may or may not be eligible to be licensed as a social worker, depending upon the state and the nature of the felony.

I understand that once I am accepted in the Social Work Program that I will adhere to the Social Work Code of Ethics. I have read, understand, and agree to abide by the Social Work Code of Ethics. Violations of the Code of Ethics may result in disciplinary and/or corrective action by the Social Work Program.

I understand that during the Social Work Program faculty may consult together and share information I have shared in classes or with them personally, in order to assess as a team how the Social Work Program can best support me in my development as a professional social worker.

I understand that in rare instances a student may be encouraged to switch from Social Work because there is an incompatibility between the values of Social Work and their personal values. In addition, I understand that a student may be asked to drop from the Social Work Program because of violations of the Social Work Code of Ethics.

I understand that students with active problems involving alcohol or drugs may jeopardize the ability of the Field Practicum Director to place students in the Field Setting. Students with active problems with alcohol or drugs will need to achieve control over these problems before going into their Field Placements.

I understand that students with active mental health issues may wish to share the information with their advisor in order for the advisor to be helpful to the student. At minimum, the student can contact Disability Support Services to document the existence of a disability and to request accommodations from the Social Work Program. In the case of accommodations and depending upon those accommodations, it may not be possible to secure a field placement that adequately meets the needs of the student. In that situation, the student, Disability Support Services, the Social Work Program, and a prospective agency will seek a resolution that is acceptable to the parties involved.

Signature

Date

<p><u>Please attach the following materials:</u></p> <ol style="list-style-type: none">1. Transcripts2. Personal Statement3. Reference Materials4. Syllabi as needed.	<p><u>Submit Applications to:</u></p> <p>Social Work Program Department of Counseling, Psychology, and Social Work. Chadron State College 1000 Main St, Miller Hall Chadron, NE 69337</p>



Social Work Program
 Department of Counseling, Psychology, & Social Work
 College of Graduate and Professional Studies
 Chadron State College

APPLICANT REFERENCE FORM

To be completed by student

Applicant's Full Name			
	First Name	Middle Initial	Last Name
Referent's Name			Title
Referent's Address			
	Street	City	State/Zip
Referent's Agency			

Reference Source:

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

Student Applicant:

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

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

Applicant's Signature

Date

Referent's Numeric Rating Appraisal of Applicant *

Applicant's Full Name			
	First Name	Middle Initial	Last Name
Referent's Signature			Phone Number:
Length of time you have known the Applicant			
In what capacity you know the Applicant:			

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

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

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



Social Work Program
Department of Counseling, Psychology, & Social Work
College of Graduate and Professional Studies
Chadron State College

VOLUNTEER VERIFICATION FORM

INSTRUCTIONS: Students applying to the Social Work Program are required to complete 40 hours of volunteer experience prior to filing the Application for Admission. The volunteer experience is to be with one or more human service agencies. If in doubt about whether an agency qualifies, please check with your Social Work advisor. The Volunteer experience should be with an identified Social Service Agency and/or directly benefit populations- at- risk.

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



Social Work Program
 Department of Counseling, Psychology, & Social Work
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VOLUNTEER VERIFICATION

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

Specific to your volunteer experience in the agency listed above.

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

Student Advisement Materials

STUDENT ACADEMIC CURRICULUM PLAN

Total Credits Transferred In		STUDENT:	DATE:
Fall		Spring	
2004		2005	2005
	<input type="checkbox"/>		<input type="checkbox"/>
2005		2006	2006
	<input type="checkbox"/>		<input type="checkbox"/>
2006		2007	2007
	<input type="checkbox"/>		<input type="checkbox"/>
2007		2008	2008
	<input type="checkbox"/>		<input type="checkbox"/>
2008		2009	2009
	<input type="checkbox"/>		<input type="checkbox"/>
Total Credits Projected to Be Earned.			

Date	Comments

SEMESTER SCHEDULE COMPLETED ON _____ (date)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00-9:00am						
9:00-10:00						
10:00-11:00						
11:00-12:00						
12:00-1:00pm						
1:00-2:00						
2:00-3:00						
3:00-4:00						
4:00-5:00						
5:00-6:00						
6:00-7:00						
7:00-8:00						
8:00-9:00						

Student Profile Sheet – Recent Access date:

Student's Name					NAID			
Minor					Advisor			
Conference Dates								
Date Admitted to or planned for Applying to Social Work Program								

I. A. GENERAL EDUCATION REQUIREMENTS *(These are requirements of the College)*
This sheet is developed with your advisor. Please be aware that the ultimate responsibility for meeting University requirements rests with you.

Catalogue Year that Student Entered CSC		
When requirements fulfilled or enter # hours needed to be completed. May be different depending upon Catalogue Year.		Enter course, credits, where & term completed, grade
	Composition (6 hours) [ENG 135 – Comp I; ENG 136 - Comp II; ENG 137 -Tech Writing; ENG 239 - Adv. Comp; LMS 132 – Intro Library & Research]	
	Communication (3 hours) [SP 125 – Fund of Oral Communications]	
	Mathematics (3 hours) [One Course, per advisor]	
	ART (3 hours) [ART 239 – Elements of Art; MUS 235 – Elements of Music; ENG 233 – Elements of Literature; TH 235 Elements of Theatre]	
	Science (6 hours) [One course from each area, one course with a lab. * Biology and Physical Sciences (chemistry, geosciences, or physics) *Bio 121 & Lab for SW]	
	Government (3 hours) [*PS 231 American Government]	
	History (6 hours) [HIST 231 – US to 1877; HIST 232 – US since 1877; HIST 233 -Western Civ I; HIST 234 - Western Civ. II; HIST 320 – Asian Cultural Realm]	
	Health/Wellness (3 hours) [HPER 233 Health/Wellness]	
	Physical Activities (2 hours) HPER 100, 101, 102, 103, 104, 110, 111, 112, 113, 115, 117, 118, 119, 202, 203, 205, 206, 210, 212, 213, 214, 215, 216, 217, 218, 219]	
	Social Cultural (3 hours) [* ECON 130 Survey Economics ; FCS 335– Families Society; HUM 336-Hispanic Civ; HUM 333-Intro to Folklore; PSYC 335 – Psych Search Human Nature; SS 323- Law and Am Society; *SOC 230 Society: Structure & Process; SOC 335 Ethnicity and Maj/Min Relations; SPAN 121-1 st year Spanish]	
	Global Studies (3 hours) [AGRI 431-Intern Food Policy; ECON 332- Intern Economics; RCS 436-Global Food Systems; GEOG 300- World Cultures; GEOS 234-History of Earth Systems(Chadron only); HUM 335-World Religions; HUM 336-Hispanic Civ.; ITE 331-Human Kind & Technology; MUS 436-African Am Pop Music; PS 332 Intern. Politics; PS 341-Comparative Politics; PHYS 435-World Environ Issues]	
	Ethics (3 hours) [COLG 430 – Applied Ethics; PHIL 432 – Ethics]	

I. B. OTHER COURSE AND CREDIT CONDITIONS APPLIED TO GENERALS

	Up to (9) hours of General Studies Courses can apply toward any comprehensive major or minor.
	No courses required in a subject major can be used to meet General Studies Program Requirement
	A student needs to complete a total of 44 hours of generals.

I. C. HOURS OF GENERALS COMPLETED

Number of Hours of Generals Completed	<input type="text"/>
---------------------------------------	----------------------

D. PLANNING ACTIONS:

	Date
Student has been advised to contact Field Coordinator with regard to planning field placement	
Student has been advised to obtain a course audit to confirm courses and hours necessary for graduation:	
Student has been advised to work with Advisor with regard to completion of SWK Admissions Application.	

III. 2ND MAJOR/MINOR (Requires that 50% of coursework not be met by the 1st major)
 Social Work is a comprehensive major and no minor is required but may be elected by a student.

<i>List of courses required and planned to be completed: X = completed-term/grade</i>	<u>2nd Declared Minor/Major:</u>		
	<u>Credit Requirements:</u>		
Total credits in 2 nd major/minor as of _____	0		
<i>You are required to complete a minimum of 125 credit hours in order to complete your degree.</i>			

IV. STUDENT PETITIONS AND ACTION:

<i>Date</i>	<i>Nature of Petition</i>	<i>Action Completed or Needed</i>

V. SUMMARIES OF CONFERENCES, CONTACTS, AND ACTIONS WITH STUDENTS

<i>Date</i>	<i>Summary</i>

APPENDIX C
NATIONAL ASSOCIATION OF SOCIAL
WORK
CODE OF ETHICS

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

Preamble

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be

aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, 24 principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase

their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. *Social Workers' Ethical Responsibilities to Clients*

1.01 Commitment to Clients

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

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination²⁶ and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In

such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

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

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are a risk of exploitation or potential harm to the client.

In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family,

couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance

in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

- (b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or

others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

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

2.06 Referral for Services

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

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

2.11 Unethical Conduct of Colleagues

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

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

3.01 Supervision and Consultation

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

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications,

including possible benefits or risks, of entering into a relationship with a new service provider.

- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for which they are responsible. Continuing education and staff development should address current knowledge and emerging 36 developments related to social work practice and ethics.

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. *Social Workers' Ethical Responsibilities as Professionals*

4.01 Competence

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

APPENDIX D

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITATION STANDARDS FOR BACHELOR PROGRAMS IN SOCIAL WORK

Council on Social Work Education

Educational Policy and

Accreditation Standards

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PREAMBLE

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

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

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

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

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

FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy

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

2. Accreditation

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

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

3. Relationship of Educational Policy to Accreditation

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

EDUCATIONAL POLICY

1. PURPOSES

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

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

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes,

and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2. Achievement of Purposes

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

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

2. STRUCTURE OF SOCIAL WORK EDUCATION

2.0 Structure

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

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, © program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

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

2.1 Program Renewal

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

3. PROGRAM OBJECTIVES

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

3.0 Foundation Program Objectives

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

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
8. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
9. Analyze, formulate, and influence social policies.
10. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
11. Use communication skills differentially across client populations, colleagues, and communities.
12. Use supervision and consultation appropriate to social work practice.
13. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

* Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

4. FOUNDATION CURRICULUM CONTENT

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

4.0 Values and Ethics

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

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

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

4.4 Social Welfare Policy and Services

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

4.5 Social Work Practice

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

4.6 Research

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

4.7 Field Education

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

ACCREDITATION STANDARDS

1. Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
 - B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5 consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
 - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.
 - 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
 - 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
 - 3.0.5 The field education director has a master's degree in social work from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
 - 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
 - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.
 - 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
 - 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
 - 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
 - 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
- B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
- 5.3.1 The program has written policies and procedures concerning the transfer of credits.
- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.
- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

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

7. Program Renewal

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

PROGRAM CHANGES

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program.

Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.