



## **BSW Handbook 2013-2014**

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## **A WELCOME FROM THE MSU SOCIAL WORK FACULTY**

On Behalf of the Faculty:

The Social Work Program of Morehead State University would like to congratulate you on your decision to explore a profession that is not only oriented toward serving the needs of others, but is equally intent upon addressing the social problems of the larger society. You will find that while you are engaged in the educational process of preparing for this dual mission, you will obtain personal insight into your own life and the lives of those closest to you.

Our Program is accredited by the Council on Social Work Education. The curriculum is designed as a sequence of courses leading to a Bachelor of Social Work degree (BSW). Your freshman and sophomore level general education courses (whether taken at Morehead State or transferred from another Kentucky accredited college) provide you with a foundation in Liberal Arts education. The junior and senior level Social Work courses train you for employment through practice skills including the ability to think independently, communicate effectively, and make ethical decisions. Upon completion of the Program, you will be prepared for an entry level direct service position in any one of several practice fields including: gerontology, school, health care, mental retardation/developmental disabilities, child welfare, juvenile and adult corrections, income maintenance, community mental health, substance abuse, domestic violence, hospice work, community organization, etc. It is likely that your professional career will involve working in several of these arenas.

This Student Handbook has been prepared to help orient you to the curriculum design, course content, faculty, program policies, program procedures and resources available to you. Obviously, such a publication will not answer all of your questions. Until you are assigned to a social work faculty member for advisement, any one of us is willing to assist you in planning and scheduling courses, or exploring professional opportunities. The relationships that will develop among you, your colleagues and with us, and the opportunity to apply what you will have learned in a field practicum during your final semester, will serve as the highlights of your undergraduate experience. If you ever have any questions regarding matters related to our Program, please do not hesitate to contact one of our faculty or staff.



BSW Program Director

## Mission Statement

We are a community of social work teachers, scholars, and learners dedicated to strengthening and enhancing individuals, families, groups, organizations and communities. We promote academic excellence, student success and community engagement with evidence based practice to prepare our students for generalist practice.

Revised August, 2011

## Purpose

### **Student Success**

The Social Work Faculty and students will create an environment that promotes self-assessment, self-awareness, ethical conduct, and respect for diversity as a basis for lifelong commitment to professional growth and development.

### **Academic Excellence**

The program will prepare students to demonstrate academic excellence in beginning professional generalist social work practice as well as preparing graduates to enter graduate education in social work.

### **Productive Partnerships**

The Social Work Program and its subsets will serve the University, eastern Kentucky, the state, the Appalachian region, and the global community with professional and scholarly service, collaboration, and development of partnerships.

## Values

The Morehead State University Social Work Program is committed to maximizing the innate potential of individuals, families, and communities through the delivery of education and service programs that promote self-determination, positive human relationships, and an appreciation of diversity. Given that many of our students have ties to the Appalachian region, this program seeks to incorporate and foster a better understanding of some of the core Appalachian beliefs (i.e., the importance of family, independence, self-reliance). The professional obligations of social justice, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty, underpins the implicit and explicit curriculum. Our students are challenged to critically think and use scientific inquiry to advance the dignity and worth of all persons.

September 2010

## **PREFACE**

The BSW Handbook is designed for use by BSW students at Morehead State University as a concise source of information and guide to program requirements, policies, deadlines, faculty, and student organizations. You should consult your social work faculty advisor and/or the social work program director about any particular question not covered by this document.

It is important that you, as a BSW student, stay abreast of all the regulations and procedures of the university and the social work program. Regulations will not be waived, nor will exceptions be granted simply because you have failed to inform yourself of the requirements included in this Handbook. For this reason it is extremely important that you work closely with your social work advisor, beginning early in your program and continuing through graduation.

This BSW Handbook is intended for use in conjunction with the *MSU Undergraduate Catalog* ([www.moreheadstate.edu/registrar/](http://www.moreheadstate.edu/registrar/) click on catalog information, click on 2013-2014 undergraduate catalog) and the *Eagle Student Handbook* (go to [www.moreheadstate.edu](http://www.moreheadstate.edu), at bottom of page search “Eagle Handbook.” It is usually the first item) and therefore does not include information of a general nature. It will provide information unique to the social work program and should be an invaluable guide through the program.

## **OVERVIEW OF THE SOCIAL WORK PROGRAM**

The Social Work Program is located within the Caudill College of Arts, Humanities, and Social Sciences in the Department of Sociology, Social Work and Criminology and is provided on four campuses of Morehead State University—Morehead, Ashland, Mount Sterling, and Prestonsburg. The program was initiated in 1966 as a major in Sociology with an emphasis in Social Work, and expanded to offer the Bachelor of Social Work degree beginning in 1977.

The Social Work Program is accredited by the Council on Social Work Education, a national professional social work education standard-setting body. Following the 1988 self-study and review by the Council, accreditation for the M.S.U. Social Work Program was granted for a seven year period. In 1996, in 2004, and in 2012 the Social Work Program was re-accredited for eight more years.

Starting in Fall 2012, BSW students can take academic courses towards the Certified Drug and Alcohol Counselor credential. The MSU Social Work Program also participates in certification for a Child Welfare Worker. More information on both of these programs is found in this handbook.

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## SUMMARY OF STEPS TOWARD GRADUATION

### 1. **Declare social work as your program of study.**

It is your responsibility to formally declare social work as your program of study. Because the BSW is an area of concentration, you do not need to designate a minor. You declare by either:

- (a) Identifying social work as your program of study on registration forms completed at the time of your initial registration at MSU; or
- (b) If you originally designated a major in another field of study and wish to change to the Social Work area of concentration, you should complete the form "Morehead State University Undergraduate Application for the Change of Program of Study". The form can be obtained in Rader 347, Office of the Department of Sociology, Social Work, and Criminology or from the facilitator at extended campus programs.

### 2. **Consult regularly with Your Faculty Advisor.**

A close working relationship with your advisor is required to ensure that you follow outlined course sequencing and keep informed about important program policies and activities. Your advisor has access to your grades and may be consulted at any time problems arise. Advisors frequently provide references for graduates seeking employment. (If you do not have an assigned advisor, consult the department office for social work or the facilitator at the extended campus programs.) If your assigned advisor is not on the campus where you are taking your classes, you can request a change of advisor or the campus Social Work facilitator will assist you.

It is required that you and your advisor meet during the semester you are enrolled in SWK 325 in order to be considered for advanced status and every semester until graduation.

### 3. **Review your Program Evaluation with your Advisor.**

You and your advisor should meet at least once every semester. Prior to your application to advanced status in the social work program, you should meet with your advisor to review your program evaluation. This document is a record of all courses you have completed, and indicate others necessary to complete in order to receive the B.S.W. degree.

### 4. **Complete the first five social work course requirements: SWK 210, 230, 320, 324, and 325.** Apply for advanced status (formal admission to the program) while you are enrolled in SWK 320, SWK 324, and SWK 325. If you have taken an equivalent of a course elsewhere, discuss with your advisor or the program director when you should apply.

5. **Make application for formal admission to the social work program through the advanced status procedure.**  
During a designated week after midterm grades are received each semester, the Program Director will announce a schedule for "Advanced Status" evaluations for students enrolled in SWK 320, SWK 324 and SWK 325. You are responsible for completing the "Application for Advanced Status" form and for scheduling an Advanced Status evaluation appointment with your advisor. See copy of forms and further explanation in this handbook. Ordinarily, forms are given out and the procedure discussed in the SWK 325 class. If you are a transfer student who has completed an equivalent course elsewhere, you will need to speak with your advisor or the program director about the process.
  
6. **Complete application for SWK 497 (Practicum) and file with the Field Director.**  
After successfully completing all course requirements as outlined in this handbook, with the exception of the final semester's courses, you are responsible for making formal application to the field education director for your field placement. (See Practicum Handbook for details.) The field director will meet with students after mid-semester during the semester in which the student is completing SWK 424, 426, and 430.  
NOTE: Students must have an overall Social Work GPA of 2.5 to enroll in SWK 497, SWK 498, and SWK 499C.
  
7. **Make application for graduation with MSU Registrar.**  
During the semester in which you will graduate, you are responsible for completing an official request for graduation in the office of the University Registrar.

### **BEYOND GRADUATION**

1. **Career Services.** If you haven't already, you are encouraged to utilize Career Services in the Career Center at 428 University Blvd on the Morehead campus. To register for a JobLink account, go to [www.moreheadstate.edu/career](http://www.moreheadstate.edu/career). A representative from the Career Services is usually available at regional campus sites at least one time a year.  
JobLink is a database of employers, jobs and internships as well as a way to keep up with events and workshops happening at the MSU Career Center. JobLink also allows you to maintain your own credential file in an electronic format. Career Services can assist you with cover letter and resume writing, practice interviews, and job search coaching. In addition to Career Services, you will also wish to explore the social work employment opportunities you will become acquainted with in your Social Work Senior Seminar.
  
2. **Address Change.** In order that the social work faculty and other university personnel may remain in contact with graduates, it is important that you file a permanent address form with the MSU Alumni Office. Any subsequent changes should be reported to the Alumni Office in order to keep their files current and accurate.
  
3. **Keep in Touch.** The social work faculty is especially interested in maintaining current information about all graduates, and request that you keep us informed of address and professional activities.

## **Information for Public Child Welfare Certification and Drug and Alcohol Counselor**

### **Public Child Welfare Certification Program (PCWCP)**

Morehead State University participates in the Cabinet for Health and Family Services' program leading towards Certification in Public Child Welfare upon graduation with a BSW. To be considered for the program, a student must complete the application. Highlights of the program include fully paid tuition for the last three to four semesters of earning the BSW. In addition, a stipend is available for books and travel each semester for specialized training. In return, two years of employment in the Department of Protection and Permanency is required post-graduation. For more information, see Dr. Latonya Hesterberg, Dr. Lynn Geurin or a regional campus facilitator.

### **Academic Requirements towards Certification as a Drug and Alcohol Counselor (CADC)**

KRS 309.083 requirements for certification as alcohol and drug counselors includes completion of 270 classroom hours of board-approved curriculum. SWK 470, 471, 472, 473, and 474 are approved by the Kentucky Board of Certification of Alcohol and Drug Counselors

Four of these five courses can be counted as the required Social Work electives towards the BSW. The fifth course, though not needed for the Social Work Program, will count as credit towards the 120 hours required for graduation.

Students who choose the field experience (120 hours) and the senior practicum (400) hours in an agency that has a CADC can count these hours towards the requirement for the ADC certification. See your agency CADC supervisor for details on how to record these hours plus earn "supervision" hours.

For all requirements towards ADC certification, go to [www.http://adc.ky.gov](http://adc.ky.gov)

## APPROVED SOCIAL WORK ELECTIVES

<p>SWK 300 The Criminogenic Family          SWK 301 Comparative Family Violence:              An International Perspective          SWK 306 Juvenile Delinquency          SWK 315 Child Welfare Services          SWK 330 Applied Medical Sociology          SWK 333 Beginning Skills for Human              Service Professionals          SWK 334 Sociology of Gender Violence:              Prospectives on Women and              Intimate Partner Violence          SWK 335 The Family          SWK 340 Community Mental Health          SWK 358 Child Abuse and Neglect          SWK 360 Crisis Intervention          SWK 380 Social Work Practice in Health Care          SWK 381 Race, Class, Gender, and Crime          SWK 399 Selected Topics          SWK 400 Special Problems          SWK 416 Working with Offenders</p>	<p>SWK 420 Social Work Administration and              Management          SWK 435 Group Dynamics          SWK 441 Gerontology          SWK 445 Death and Dying          SWK 458 Child Abuse and Neglect              Practice Skills          SWK 470 Intro to Chemical Dependency Counseling          SWK 471 Alcohol, Alcoholism &amp; Chem Dependency          SWK 472 Approaches to Chem Dependency Tx 1*          SWK 473 Approaches to Chem Dependency Tx 2*          SWK 474 Practicum in Chemical Dependency*          Crim 317 Police Culture          Crim 345 Correctional Institutions</p> <p>(Occasionally, other social work elective          courses may be offered by social work          faculty)</p> <p>*Approval pending by the University          Curriculum Committee</p>
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### Social Work Core Courses Lower Division

SWK 210 Orientation to Social Work  
 SWK 230 Social Welfare History and Ethics

### Required and Core courses not in a required sequence

SWK 345 Law and Social Work  
 SOC 374 American Minority Relations  
 Social Work electives—12 hours (4 courses)

### Required Sequence of upper division level courses for CORE social work program\*

Junior year, first semester

SWK 320 Human Behavior in the Social Environment: Conception to Young Adulthood  
 SWK 324 Social Work Research  
 SWK 325 Generalist Social Work Practice

Junior year, second semester

SWK 321 Human Behavior in the Social Environment: Middle Adulthood to Death  
 SWK 451 Social Science Data Analysis  
 SWK 326 Generalist Practicum

Senior year, first semester

SWK 424 Social Work Micro Practice  
 SWK 426 Social Work Mezzo Skills  
 SWK 430 Social Policy and Planning

Senior year, second semester

SWK 497 Practicum in Social Work  
 SWK 498 Social Work Macro Practice  
 SWK 499C Senior Seminar

\*Exceptions must be requested on the “Social Work Petition Form” included in this handbook. Exceptions are reviewed by the Social Work Faculty Committee and are considered on a case-by-case basis.

# **2013-2014 Social Work and Social Work Requirements Course Descriptions**

From the 2013-2014 on-line catalog

**(3-0-3) following a course title means three hours class, no laboratory, three hours credit.**

## **SOC 374. American Minority Relations.**

(3-0-3) Prerequisite: SOC 101. This course examines the various processes of social and cultural contact between peoples; theories dealing with the sources of prejudice and discrimination; basic processes of intergroup relations; the reactions of minorities to their disadvantaged status; and means by which prejudice and discrimination may be combated. Equates with WST 374.

## **SWK 210. Orientation to Social Work.**

(3-1-4) This course provides an introduction to contemporary fields of social work practice in both primary and secondary settings. The principal focus of the course is familiarization of students to the breadth and scope of professional social work intervention into Course Descriptions 293 contemporary societal problems.

## **SWK 230. Social Welfare History and Ethics.**

(3-0-3) The dominant values of American society that influence both social welfare policy and social work practice are explored through a study of the historical evolution of the institution of social welfare from the Colonial period to the present in this country. Equates with WST 230.

## **SWK 300. The Criminogenic Family. (3-0-3)**

The course focuses on family risk factors for later delinquency and criminal behavior as well as preventative intervention and treatment. This course examines a variety of family issues including child maltreatment, domestic violence, family alcoholism, drug addiction, family chaos, inadequate or neglectful parenting, corporal punishment, which are known risk factors for later criminal behavior. Students gain a general understanding of the macro-level processes that have detrimental effects on family functioning and family structure. Equates with WST 302 and CRIM 300.

## **SWK 301 Comparative Family Violence: An International Perspective. (3-0-3)**

A comparative approach of family violence in the United States and Canada are the primary focus of this course but may also include other countries. Family violence is divided into four topics: partner/spousal abuse, violence against children and youth by family members, family violence against older adults and cultural issues. Content covered within these areas include: historical overview,

definitions, theoretical frameworks, prevalence, incidence, research, responses and legislation.

Equates with IST 302 and WST 303.

## **SWK 306. Juvenile Delinquency. (3-0-3)**

Prerequisites: SOC 101. This course examines the extent, ecological distribution, and theories of delinquency in contemporary American society, including a critical examination of trends and methods of treatment of delinquency. Equates with CRIM 306 and SOC 306.

## **SWK 310. Field Experience in Social Work.**

(1-2-3) Prerequisites: junior or senior standing and major or minor in social work; SWK 210 and 333 or 360. This course includes observation and work experience in a social work agency under the supervision of a professional.

## **SWK 315. Child Welfare Services.**

(3-0-3)

Students learn local, state and national policies and programs designed to provide for the care, protection and support of children.

## **SWK 320. Human Behavior in the Social Environment-Conception to Young Adulthood.**

(3-0-3) Students study the development of human behavior in the context of social systems. Primary emphasis is on an exploration of needs and tasks of individuals, groups, families, organizations and communities during various life-stages of growth and development. Environmental concerns affecting women, minorities and other special populations are examined.

## **SWK 321. Human Behavior in the Social Environment-Middle Adulthood to Death.**

(3-0-3) Prerequisite: SWK 320. Students study the development of human behavior in the context of social systems. Primary emphasis is placed on an exploration of needs and tasks of individuals, groups, families, organizations and communities during various life-stages of growth and development. Environmental concerns affecting women, minorities and other special populations are examined.

**SWK 324. Social Work Research.**

(3-0-3) This course provides an examination into the premises and practices of social science research. When addressing quantitative and qualitative approaches, students explore the issues of research designs and data collection and analysis. In the end, students are able to determine ways in which empirical studies can enhance their subsequent careers in the field of human services.

**SWK 325. Social Work Generalist Perspective.**

(3-0-3) Prerequisite: SWK 210. This course introduces students to knowledge, values and skills, for generalist social work practice. It prepares students to enhance the well-being of people and ameliorate environment conditions that affect them adversely. The focus is on the planned change or Generalist Intervention Model within a strengths perspective.

**SWK 326. Generalist Practice Lab. (1-2-3)**

Prerequisite SWK 325. Corequisites: SWK 321 and SWK 451. This course provides students with an opportunity to apply the knowledge, skills and values gained in SWK 325 through a lab (field) experience (120 hours). Students will apply the Generalist Intervention Model in an agency setting. They also will learn more specifics about the different areas of social work practice. Students will continue to practice attending skills and ethical social work behavior in a social service agency.

**SWK 330. Applied Medical Sociology. (3-0-3)**

This course examines the social, cultural and psychological factors which influence health behaviors; provides an overview of healthcare delivery systems and policies; and an analysis of the role of social workers and other health professionals. Equates with SOC 330.

**SWK 333. Beginning Skills for Human Service Professionals. (3-0-3)**

This course provides students with knowledge and beginning helping skills that can be applied to assist individuals who are having social/emotional problems. 294 Course Descriptions

**SWK 334. Sociology of Gender Violence:**

**Perspectives on Women and Intimate Partner Violence. (3-0-3)** Prerequisite: SOC 101, SOC 203 or WST 273. This course offers social science and experiential exposure to the controversies, theories, patterns, policies, and treatment unique to women's experiences with date, acquaintance and spousal violence. Focus also is given to marginalized groups, including women of low income, women of color and women in same-sex relationships. Equates with WST 333, SOC 333 and CRIM 333.

**SWK 335. The Family. (3-0-3)** This course provides students with information about family interpersonal and social structural dynamics in the multiculturally diverse U.S. society of the 21st century. The course increases students' awareness about the ways in which other social institutions such as the economy, religion and education can either negatively or positively influence family structure and function. Equates with SOC 335.

**SWK 340. Community Mental Health. (3-0-3)**

This course provides a microscopic perspective of the institutions and programs that have evolved in response to understanding a class of persons traditionally dependent upon medicine and social programs. Emphasis is placed upon review of the values, knowledge and skills characteristic of the entry-level social worker in the community mental health agency. Equates with WST 340.

**SWK 345. Law and Social Work.(3-0-3)**

This course focuses on legal and legislative processes involving licensing and certification of the profession; rights of clients and special populations; access to legal and social services; testifying before judicial and legislative bodies; and other legal issues and concerns facing social work practitioners.

**SWK 358. Child Abuse and Neglect. (3-0-3)**

This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Students learn the extent of the problem, effects on children, treatment issues and social worker's role in a multidisciplinary team approach.

**SWK 360. Crisis Intervention. (3-0-3)**

This course provides an overview of strategies for addressing critical situations requiring immediate intervention. Subjects include threatened suicide, rape trauma, domestic violence, violent episodes of mental illness and physical assaults.

**SWK 380. Social Work Practice in Health Care.** (3-0-3) This course examines the practice of social work in health care settings. The roles and tasks of social workers in hospital, long-term care, hospice and home health care settings are discussed and analyzed. Special emphasis will be placed on rural issues that impact practice delivery in these settings.

**SWK 381. Race, Class, Gender and Crime.** (3-0-3) This course focuses on the intersection of race, class and gender membership with regard to treatment within criminal justice system by police, judges, juries and actual sentencing decisions including the death penalty. The course also provides insights about the unique types of crime most likely to be perpetrated by specific demographic groups. Students are also exposed to criminological theories that explain criminal justice system disparity, discrimination, and differences in actual offending patterns. Equates with CRIM 380 and WST 380.

**SWK 399. Selected Topics.** (1 to 3 hrs.) Unique topics and learning experiences that supplement regular course offerings. May be repeated in additional subject areas.

**SWK 400. Special Problems.**

(1 to 3 hrs.)

Prerequisite: consent of instructor and social work director. Students arrange with department to study a particular topic in the social work field.

**SWK 416. Working with Offenders.** (3-0-3) Students learn the basic structure of the counseling process with offenders, including techniques and practice skills. Equates with CRIM 416.

**SWK 420. Social Work Administration and Management.** (3-0-3) This course examines the history, nature, organizational structure, and philosophy of the administration of public programs of income maintenance and other welfare services, consideration of the role of voluntary agencies.

**SWK 424. Social Work Micro Practice.** (3-0-3) Prerequisites: SWK 325, 451 and formal program screen-in. Corequisites: SWK 426 and 430. In this course, students develop skills related to interviewing, data collection, assessment, goal development, interventive strategy formulation, contracting, interventive counseling, and monitoring/evaluation design as they relate to the application of the social work method to micro-level individual client systems.

**SWK 426. Social Work Mezzo Skills.**

(3-0-3)

Prerequisites: SWK 325, 451, and formal program screen-in. Corequisites: SWK 424 and 430. Students continue the development of skills associated with the application of the social work method to mezzo-level therapeutic groups, task-centered groups, marital and family client systems.

**SWK 430. Social Policy and Planning.**

(3-0-3) Prerequisites: SWK 325. Students apply a framework of analysis to a variety of social welfare policies. This course provides an exposure to social-economical-political-legal issues affecting social welfare policy formulation, selection of delivery systems and program funding.

**SWK 435. Group Dynamics.** (3-0-3) This course is designed to give the student an understanding of group methods and the theories underlying the use of groups in the helping process. Special emphasis is given to the processes that affect the development and functioning of all types of groups.

**SWK 441. Gerontology.** (3-0-3) This course offers an

analysis of aging designed to provide the student with a knowledge of the social factors involved in the aging process as well as the effects of social, political and economic conditions on the welfare of the elderly. Equates with SOC 441.

**SWK 445. Death and Dying.** (3-0-3)

Students analyze death and dying as social processes and problems; strategies for working with dying persons. Equates with SOC 445.

**SWK 451. Social Science Data Analysis.**

(3-0-3) Prerequisites: completion of all general education requirements, SWK 320, 324 and formal program screen-in. This course deals with the logic of data preparation and computer assisted analysis. Appropriate methods of evaluating and applying standard social science data analysis techniques are discussed and experience in utilizing these methods is provided. In addition, the course covers the basic skills required to evaluate and write research reports. Equates with SOC 451.

**SWK 458. Child Abuse and Neglect Practice Skills.**

(3-0-3) This course is designed to teach social work practice skills specific to child abuse and domestic violence. Students will learn interviewing and assessment skills, case planning and decision making, guidelines for court involvement, as well as cultural considerations in child rearing practices and communication/gender issues.

**SWK 470. Introduction to Substance Abuse Counseling.** (3-0-3) Causes of alcoholism and other substance abuse are addressed as well as an overview of policy and practice issues for providing effective treatment of those afflicted. The course includes a comparison of existing treatment techniques and programs commonly used.

**SWK 471. Alcohol, Alcoholism and Chemical Dependency.** (3-0-3) Corequisite: SWK 470. Students learn specific skills needed to identify and treat addiction. Students will learn techniques for assessment and classification of levels of substance abuse.

**SWK 472. Approaches to Chemical Dependency Treatment I.**

(3-0-3)

Prerequisites: SWK 470 and SWK 471. Corequisite: SWK 473. Students learn the basics for case management of a substance abuse client including writing case notes, developing a treatment plan, referrals and writing formal reports for court.

**SWK 473. Approaches to Chemical Dependency Treatment II.** (3-0-3) Prerequisites: SWK 470 and SWK 471. Corequisite: SWK 472. Students learn the basics of individual and group counseling skills and the appropriate application of each. Students are also introduced to techniques for working with special populations.

**SWK 474. Practicum in Chemical Dependency.** (3-0-3) Prerequisites: SWK 470, SWK 471, SWK 472 and SWK 473. Integration of theory and method to actual case situations within a 120-hour professionally supervised field experience within a selected human service organization.

**SWK 497. Practicum in Social Work.** (0-8-8) Prerequisites: SWK 424, SWK 426 and SWK 430. Corequisites: SWK 498 and 499C. Students integrate theory and method to actual case situations assigned within a 400-hour professionally supervised field experience within a selected human service organization.

**SWK 498. Social Work Macro Practice.** (1-2-3) Prerequisites: SWK 424, 426, 43, and formal program screen-in. Corequisites: SWK 497 and 499C. Students continue learning the skills associated with the application of the social work method to macro-level organizational, neighborhood and community client systems.

**SWK 499C. Senior Seminar.** (3-0-3) Prerequisites: SWK 424, 426, 430 and formal program screen-in; capstone semester. Corequisites: SWK 497 and 498. Preparation for applying and interviewing for prospective professional employment, taking state merit examinations, taking licensing and certification tests and enrolling within graduate programs of social work. Discussions also focus upon issues at the workplace. This course satisfies the integrative component for general education.

## **The Social Work Student's POLICIES, RIGHTS AND RESPONSIBILITIES**

1. **Student participation in policy formulation, revision.** As a student in the social work program, you are encouraged to take an active part in contributing to the ongoing evaluation of the program. The success of the program is determined by how well the student's educational and professional needs are being met; therefore, feedback from students is essential. Informally, you are encouraged to discuss with your instructor concerns which arise in a particular class. Your advisor and other faculty will be happy to discuss any aspects of the social work program.
2. **Student grievances.** Students have the right to appeal decisions made by the faculty relative to grades, petitions, advanced status, etc. If the matter cannot be resolved informally between the student and advisor and/or other social work faculty, complaint procedures explicated in the "Academic Grievance Procedure" of the MSU Undergraduate Catalog should be followed. Procedures for addressing problems in field placement are outlined in the Practicum Handbook.
3. **University student services.** The University Catalog and Eagle Student Handbook present a detailed list and explanation of the variety of student services provided at MSU. The social work student is encouraged to become aware of all of these opportunities and take advantage of those deemed helpful. Among the services, which may be especially helpful, are the Learning Lab/Tutoring Services available on request. Students having difficulty in any course should utilize this free service. The University Counseling Center provides individual and group counseling services to students free of charge. Watch for special discussion topics, workshops, etc., or stop by 112 Allie Young, 783-2123.
4. **Grading Policies**
  - (a) Mid-term Grades. Your mid-term grades are not mailed to you and can be found online. There are no mid-term grades for summer terms. **Final grade reports are also online.**
  - (b) Grade of incomplete, "I". If you have a valid reason for failing to complete all course assignments by the end of the semester, you may negotiate with your instructor for a grade of incomplete. Failure to take all exams, turn in all assignments, etc., is not sufficient for the instructor to make the incomplete grade assignment. It is the student's responsibility to contact the instructor to request the incomplete grade prior to the end of the semester. **All incompletes in core social work courses must be completed prior to advancing to the next level of sequential courses.**
  - (c) Students must receive a grade of C or better to pass a required Social Work course. At the end of each class, **the instructor will contact the student's advisor who will contact each student who received a failing grade by email to notify them that they MUST** contact their advisor prior to the start of the next semester. For the Morehead campus, this

person will be the Social Work administrative assistant, who will compile the list to be distributed to the campus advisors for follow-up. This notification will be by email and will include the course identification, student name, identification number, and the grade.

Students that receive a failing or incomplete grade (D, E, U, I) must develop a plan of action with their advisor prior to the start of the next semester classes.

- (d) Receiving a Grade of “D” or Below in Social Work Core Courses. Any student who receives an “E” in a social work course must repeat the course, and receive a grade of “C” or higher prior to taking the next sequence of courses in the curriculum. Any student who receives a grade of “D” in any social work course (“SWK”) must repeat that course.

The Performance Review Committee will decide, after reviewing the student’s academic record, whether that student will be allowed to take the next course in sequence during the semester in which a course is being repeated.

- (e) Falling below a 2.0 Cumulative Grade Point Average attempted at the University: Any student who falls below a 2.0 cumulative grade point average will be reviewed by the program's Performance Review Committee at the completion of the semester in which the student's grades fell below 2.0. In addition to any university policies governing this matter, a possible sanction available to the Committee would be the failure to recommend the student for advancement to the next sequence of SWK courses leading to the BSW degree.

- (f) Class Attendance. Prompt and regular class attendance is expected of social work students. Instructors follow university policy of excusing absences for verified illness and university related field trips, but it is your responsibility to contact the instructor and make arrangements (in advance when possible) for making up work missed. **Since social work education is professional preparation for a social service career, learning involves more than simply a mastery of academic knowledge. Attitudes, values, and behavior patterns are established which will contribute toward the development of a competent and dedicated worker. Therefore, the training stresses individual responsibility on the part of the student.**

- (g) Transfer of credits to the Social Work Program. The evaluation of transfer credits to the social work program will be governed by existing university policies as they pertain to non-social work program courses. For students transferring from CSWE accredited programs in other colleges and universities, evaluations by the program director will be made on a course-by-course basis regarding equivalencies for core social work courses. For students transferring from non-CSWE accredited programs, or from programs other than social work, no equivalencies will be given for

designated core social work courses, but consideration will be given for other required courses. An assigned social work advisor will assist students in petitioning such requests.

- (h) Petitioning Exceptions to Social Work Program Policies. Students have the right to request exceptions to existing social work program policies on the basis of exigent circumstances arising from individual situations. An assigned social work faculty advisor will present the student with a formal "Petition Form" after counseling the student regarding the legitimacy of the request. The faculty advisor will instruct the student on how to complete the form and will recommend what supporting documents might be attached to support the request. The social work faculty will meet as a Performance Review Committee to hear the request as presented by the petitioning student's faculty advisor and will render a decision. The Committee can grant the request in whole or in part, deny the request, or refer it back to the student with a request for additional documentation. Areas in which petitions can be used include, but are not limited to, evaluation of certain transfer credit, taking courses out of the established sequence, substituting courses for program required courses other than core courses, etc. The committee will keep a record of all requests made and decisions rendered, and the student will receive written notification of the faculty decision from the Program Director.
  
- (i) The MSU Social Work program adheres to the values and ethics of the social work profession. Consequently, students whose conduct is in violation of these values and ethics will be reviewed by the MSU Social Work Program's Performance Review Committee. Recommendations of the Committee could include the removal of the student from the Social Work program. The student has the right to appeal this decision through established procedures outlined in the section entitled, "Academic Grievance Procedure" within the MSU Undergraduate Catalog. Also see the section "Termination from the Social Work Concentration" in this handbook.

## **STUDENT ASSOCIATION OF SOCIAL WORKERS**

The Student Association of Social Workers is an extra-curricular organization that supplements the formal educational process. Students are exposed to leadership skills, committee work, fundraising, program planning, communication skills, etc., as they strive to represent the interests of all social work students.

All social work students in the freshman, sophomore, junior, and senior classes are eligible for membership in the Association. A general meeting for all members is usually held every month, and an agenda formed by the Executive Committee is followed at these meetings.

The Association has sponsored guest speakers, field trips, recruitment programs, social dinners, and special projects for local agencies. A variety of new projects are planned for the future. All students are encouraged to participate in one of the several project committees throughout each semester. Social work faculty serves as advisors to the Association and can be contacted at any time to provide further information. The Student Association of Social Workers is a registered organization with Morehead State University. Contact Dr. Geurin or the facilitator at an extended campus for more information.

## **MOREHEAD STATE UNIVERSITY SOCIAL WORK HONOR SOCIETY**

### **MISSION STATEMENT**

The Morehead State University (MSU) Social Work Honor Society was created in the Fall 1993 semester to recognize outstanding students in the MSU baccalaureate program. During the capstone semester, students with a **3.5** Social Work G.P.A. and a **3.0** overall G.P.A. are eligible to join. Members of the Honor Society are expected to commit to providing service work in their community as well as to maintaining their outstanding scholarship. The Honor Society application is available in the Practicum Manual.

## **ADVANCED STATUS IN SOCIAL WORK PROGRAM**

### **Process for Achieving Advanced Status**

#### **I. PURPOSE OF PROCESS**

- A. To evaluate the student's potential for success in and commitment to the social work profession through
  - (1) the student's self-evaluation
  - (2) the faculty evaluation of student; and
  - (3) the student's academic achievement record.
- B. To fulfill the program responsibility to the profession by limiting advanced status to students whose knowledge, skills, values and individual characteristics are compatible with professional social work practice.

#### **II. GOALS OF PROCESS**

- A. To encourage student's self-examination.
- B. To promote acculturation of students to the profession.
- C. To identify the student's needs and promote faculty awareness of those needs.
- D. To promote the integrity of the social work profession.
- E. To explore programmatic issues and needs.

#### **III. POLICY**

The BSW program has a selective admission procedure.

##### APPLICATION PROCEDURE

1. Be unconditionally admitted to Morehead State University through the University's Office of Enrollment Services
2. Declare social work as an area of concentration.
  - a. Meet with assigned social work faculty advisor.
  - b. Obtain and complete the application. File the application, an unofficial transcript, a copy of your current program evaluation and personal statement with advisor one week prior to the interview with the faculty advisor.
3. The Program Director, in collaboration with program faculty, will determine and announce each semester's schedule for students to apply for advanced standing.

The Program Director will schedule faculty conferences on individual student evaluations as needed as described in paragraph 4.

4. The student's advisor will meet with the candidate after reviewing all the material presented by the student and any recommendations made by other faculty. If all is in order, the faculty member will notify the social work faculty committee that the student is accepted for advanced status. If there are any exceptions to the standard criteria, the Program Director will determine whether or not the candidate's application should be reviewed by the Social Work Faculty Committee. In those cases, faculty will make one of four determinations for such applicant(s):

*Approved:* All admission criteria have been met and the faculty feels student has demonstrated the values of social work.

*Conditional approval (or Probation):* One or more of the admissions criteria has not been met but faculty feels the student can complete within a specified time frame.

*Deferred:* Student does not meet Admission Criteria but will be reconsidered when criteria are met.

*Denied:* Student does not meet Admission Criteria.

**NOTE: Students accepted in mid-semester are conditional upon continuing to meet all standards at semester's end.**

5. a. The Program Director will notify the Advance Status candidate by mail the decision for each applicant at the end of the semester in which the application was made.
- b. Any student who is accepted "conditionally" will be sent a letter stating such and the specific conditions required to be "Approved" for Advance Status.

#### IV. **ADMISSION CRITERIA**

Applicants to the BSW program are selected based upon the following criteria:

1. Completion of 60 credit hours of the required pre-social work courses as listed on the curriculum map (Curriculum Maps can be found in this handbook);
2. Completion of or enrollment in SWK 210, Orientation to Social Work; SWK 230, Social Welfare History and Ethics; SWK 320, Human Behavior in the Social Environment; SWK 324, Research Methodology; and SWK 325 Generalist Social Work Practice.
3. Achievement of an overall G.P.A. of 2.5 and grade of "C" or above in all Social Work Core courses
4. There are no disqualifying considerations as outlined on page 25 of this handbook (e.g. convictions for sexual misconduct).

**MOREHEAD STATE UNIVERSITY SOCIAL WORK PROGRAM**  
**APPLICATION FOR ADVANCED STATUS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: (local) \_\_\_\_\_ Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Student ID # \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Are you a Kentucky Resident? \_\_\_\_\_ Yes \_\_\_\_\_ No

In which county? \_\_\_\_\_

Have you ever been convicted of violating any law (omit minor traffic violations)? If yes, please list convictions(s), dates(s), place(s) and an explanation and attach to this application\*

Yes \_\_\_\_\_ No \_\_\_\_\_

Have you ever been identified as a substantiated perpetrator of child abuse or neglect?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, provide dates and an explanation and attach to this application.

Social Work Program

Grade Point Average \_\_\_\_\_ University Grade Point Average \_\_\_\_\_

Grades (use midterm grades if appropriate):

SWK 210: Orientation to Social Work \_\_\_\_\_

SWK 230: Social Welfare History and Ethics \_\_\_\_\_

SWK 320: Human Behavior in the Social Environment \_\_\_\_\_

SWK 324: Research Methodology \_\_\_\_\_

SWK 325: Generalist Social Work Practice \_\_\_\_\_

Write your Personal Statement (see next page). Include the life events that shaped your values and goals and influenced your decision to be a social worker. Completed application should be at least 4-8 typed pages, written in a professional manner. An unofficial transcript of all courses completed plus a current program evaluation must accompany it.

\* Do not fail to apply because of a previous criminal record. Applications will be considered on a case by case basis.

I understand that professional advising is an essential component of professional education, and that the materials related to my admission to the social work major will be reviewed and discussed by the Social Work Program faculty. I give my permission to the Social Work Program faculty to discuss my on-going academic and professional development.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Statement of Understanding for Advanced Status

I, \_\_\_\_\_, understand that I may be terminated from the social work program for nonacademic reasons. These reasons are articulated in the Student Handbook and Field Practicum Manual. Non-academic termination may be initiated if one or more of the following occurs:

- Fails to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to honor and apply the *NASW Code of Ethics*;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, colleagues, faculty, or staff which interferes with professional judgment or jeopardizes the best interest of those to whom the Social Work student has a professional responsibility.

I understand that I will be notified before termination from the social work program and may utilize the Student Grievance Procedure articulated in the Student Handbook and Field Practicum Manual if I believe the decision to terminate was made with prejudice, capricious, or arbitrary treatment.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Personal Statement**--*To be included with your application for advance status - attach this sheet to your statement.*

1. Life Experiences

- a. What life experiences/milestones led you to be the person you are today?
- b. How did your interest in social work develop?
- c. Have you tested this interest in volunteer or employed social service experience?

2. Self-Assessment

- a. Describe the strengths you possess which you believe would contribute to the practice of social work.
- b. Based upon your self-assessment, identify at least three areas of needed personal and/or professional development and your plan for growth in these areas. (Be specific.)

3. Goals and Questions

What are your educational goals, and what do you expect from an undergraduate social work program? Have you identified an area/s for future practice? Identify any questions you have about the Morehead State University Social Work Program or about the social work profession.

4. Statement of Social Problem

Describe one of the most pressing social problems that concern you. As a social worker how do you hope to impact the problem you identify?

Expected Length of Paper: (4-8 pages typed)

**Advanced Placement Advising Record**

Candidate \_\_\_\_\_ ID# \_\_\_\_\_

1. \_\_\_\_\_ Student has been unconditionally admitted to Morehead State University
2. \_\_\_\_\_ Social Work is the declared major
3. \_\_\_\_\_ Student has met with assigned faculty advisor or off-campus facilitator
4. \_\_\_\_\_ Student has completed 60 hours. Hours toward degree \_\_\_\_\_
5. \_\_\_\_\_ Student has completed all University General Education requirements
6. \_\_\_\_\_ Student has completed (or is in process of completing) SWK 210, SWK 230, SWK 320, SWK 324, SWK 325
7. \_\_\_\_\_ Student has a "C" or better in core social work classes<sup>1</sup> as noted on program evaluation. Actual SWK GPA \_\_\_\_\_
8. \_\_\_\_\_ Student has a 2.5 or better University GPA Actual University GPA \_\_\_\_\_ Other GPA if no University GPA \_\_\_\_\_
9. \_\_\_\_\_ Advisor has up-to-date unofficial transcript
10. \_\_\_\_\_ Advisor has university generated program evaluation form
11. \_\_\_\_\_ Advisor has acceptable personal statement (used outline on page 22 of student handbook) from student
12. \_\_\_\_\_ Application and Statement of Understanding signed and dated

Notes: (Exceptions, extenuating circumstances concerning progress towards BSW

Reviewer: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

Disposition: \_\_\_\_\_ Date: \_\_\_\_\_

Original: Permanent file; Copy: Advisor; Copy: Student

Revised 09/27/2011

1. Core social work classes include: SWK 210, SWK 230, SWK 320, SWK 324, SWK 325, SWK 321, SWK 345, SWK 451, SWK 326, SWK 424, SWK 426, SWK 430, SWK 497, SWK 498, and SWK 499C

## **Termination From the Social Work Concentration**

Students may be terminated from the Social Work concentration (declared and advanced status students) for academic reasons, nonacademic reasons, or both.

*Academic Reasons:* A student may be terminated from the Social Work concentration for academic reasons if any of the following criteria is met:

- The student fails to raise his/her social work GPA to a 2.50 by the end of the semester in which the provisional student submits her/his application for advanced status;
- The student fails to maintain an overall GPA of 2.5 from time of admission to advanced status to graduation, after attempting to raise her/his GPA for one semester;
- The University has found the student guilty of academic dishonesty;
- The student fails to meet generally accepted standards of professional coursework (e.g. plagiarism);
- The student is placed on Academic Suspension;
- The student receives an unsatisfactory grade (“D” or “E”) in Field Practicum or Junior Field Experience.

*Nonacademic Reasons:* A student may be terminated from the Social Work concentration for nonacademic reasons if the student meets any of the following criteria:

- The student fails to meet generally accepted standards of professional coursework (e.g. plagiarism);
- The student fails to demonstrate personal integrity or emotional stability requisite for professional practice or to fulfill classroom and program expectations due to mental health or substance abuse issues (e.g., a student threatens to harm another student or him/herself, coming to class impaired);
- The student fails to demonstrate the effective interpersonal skills necessary to form professional helping relationships (e.g., inability to demonstrate a nonjudgmental attitude, disrespectful of alternative opinions, racist, sexist, and prejudicial language and behavior);
- The student fails to behave according to the *NASW Code of Ethics* (e.g., breaches confidentiality);
- The student has been found guilty of criminal misconduct that affects the student's ability to be a licensed social worker (e.g., sexual abuse);
- The student displays other inappropriate or disruptive behavior toward clients, colleagues, faculty, or staff that interferes with professional judgment or jeopardizes the best interests of those to whom the social work student has a professional responsibility.

A social work faculty member may request that a student be terminated from the concentration at any point after the student declares the BSW concentration. The faculty member must submit a written request to the program director to terminate a student from the concentration to the BSW Committee and delineate the reasons based on the above guidelines. Upon receiving the written request, the program director may assemble the Performance Review Committee to review the situation or investigate the situation. If the Performance Review Committee determines that there are adequate causes, the program director will notify the student in writing that he or she may be terminated from the concentration and provide the student with a copy of the faculty member's letter. The student then has the option to appeal to the Social Work Program Director. If, after review, the BSW Director recommends that a student be terminated from the social work concentration, the BSW Director will notify the student at least ten days prior to the beginning of the next semester after the termination request was initiated and will outline the reasons in writing.

*Grievance:* Students terminated from the Social Work concentration may appeal the Program's decision if they believe the decision was fundamentally unfair and based on arbitrary or capricious consideration. For information on the grievance procedure, see the 2013-2014 Eagle student handbook and the section "Academic Grievance Procedure" in the 2013-2014 undergraduate catalog.

As part of the admissions packet for advanced status, the student signs and submits the statement on page 22 of this handbook

Added March 2009

Morehead State University  
**Social Work Petition Form**

**SWK Program Policy:**

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**Requested exception to the program policy:**

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**Reason for requested exception:**

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Student Name: \_\_\_\_\_

Social Work Faculty Advisor: \_\_\_\_\_

Date of Consideration: \_\_\_\_\_

Decision and rationale of Social Work Faculty:

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Social Work Program Director's Signature: \_\_\_\_\_

Original: student file CC: student CC: instructor (if appropriate)

**Definitions:**

Program Policy: Includes pre-requisites, co-requisites from student's check sheet catalog year and student handbook. State the policy to which you want social work faculty to make the exception.

Exception to the Program Policy: Student must state what action s/he requests faculty to consider.

Reason for exception: Student must state the circumstances prompting this request.

## **PERFORMANCE REVIEW COMMITTEE**

The purpose of this Committee is to enforce program policies relating to the overall performance of students at the completion of each semester. The Committee will be composed of social work faculty members who will implement the following procedures:

1. All instructors of core social work courses will inform the advisors of students within their courses of those students who receive grades below the “C” level.
2. All instructors of core social work courses will discuss with students’ advisors any concerns related to the academic/nonacademic performance.
3. The academic advisor will gather relevant information concerning the presented problem from all available sources including the overall academic record, reports from other instructors of the student, contributory causes explained by the student directly, etc.
4. The academic advisor will present the problem situation and information to the members of the Performance Review Committee along with a recommendation if one has been formulated by the advisor.
5. The Performance Review Committee will be chaired by the Director of the Social Work Program who will direct a discussion concerning the problem presented and will move for closure.
6. Some problem situations may simply be resolved by applying existing program policies directed at the specific question at issue while other problem situations may be resolved only by consensus of Committee members.
7. The Program Director will inform the student by letter of the decision rendered by the Performance Review Committee. The student will be advised of all rights of appeal, time frames in which to appeal and procedures for appeal. Normally, any decisions rendered by the Performance Review Committee are appealable to the Department Chair.
8. The Performance Review Committee will convene as soon as practical if the program director receives a letter from a faculty member requesting a student be terminated from the major for non-academic reasons and deems follow up with the Committee is necessary.

Revised August 2011

## Council on Social Work Education Social Work Program Core Competencies

### **Program Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

### **Students will:**

- 1. Identify as a professional social worker and conduct oneself accordingly.**
- 2. Apply social work ethical principles to guide professional practice.**
- 3. Apply critical thinking to inform and communicate professional judgments.**
- 4. Engage diversity and difference in practice.**
- 5. Advance human rights and social and economic justice.**
- 6. Engage in research-informed practice and practice-informed research.**
- 7. Apply knowledge of human behavior and the social environment.**
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
- 9. Respond to contexts that shape practice.**
- 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

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The Educational Policy and Accreditation Standards can be found in their entirety at:  
<http://www.cswe.org/File.aspx?id=13780>  
and in this handbook.

The complete EPAS start on page 33 of this handbook.

Revised August 2012

*Preamble to the Code of Ethics*

***National Association of Social Workers***

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

<http://www.socialworkers.org/pubs/code/code.asp>

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.

## NASW STATEMENT ON THE POWER OF SOCIAL WORK (2002)

<http://www.socialworkers.org/nasw/nasw.pdf>

The primary purpose of the social work profession is to enhance human well-being. Social workers help meet the basic human needs of all people and empower those who are vulnerable, oppressed, or living in poverty. A historic and defining feature of social work is the profession's dual focus on the individual in a social context and the betterment of society. Social workers help people identify and manage the environmental forces that create, contribute to, and address problems in living.

The social work profession was founded on a set of core principles that still guide its unique purpose and perspective today. For over 100 years, social workers have helped millions of people challenge their circumstances and change their lives, and pushed institutions to value and support families in need.

**THE POWER OF SERVICE:** Everywhere, social workers provide practical and compassionate guidance to individuals confronting and resolving personal dilemmas. Every day, over half a million professional social workers bring hope, help, and opportunity for success into people's lives.

**THE POWER OF SOCIAL JUSTICE:** Social workers are advocates for change. They strive to ensure access to needed information, services and resources. They champion equality of opportunity and meaningful participation in decision making for all people. Our members work to end discrimination, oppression, poverty and all forms of social injustice.

**THE POWER OF DIGNITY:** Social workers strongly believe in basic human rights, that each person is special and that everyone deserves to be treated equally. No matter where they choose to practice, social workers want to help people, from all walks of life, function the best way they can in their environment.

**THE POWER OF RELATIONSHIPS:** Social workers are trained to make a positive impact in difficult situations. They do it because they want to improve lives. And they know that when social work succeeds, a lot of good things can happen.

**THE POWER OF INTEGRITY:** Professional social workers practice in a manner consistent with the profession's mission, values, principles and standards. NASW members, in particular, adhere to the highest legal and ethical standards, and sign a *Code of Ethics* to protect the public and hold the profession accountable. *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 population they serve.

**THE POWER OF COMPETENCE:** NASW members are advocates and leaders in every community. As trained problem solvers, they are some of the most effective mental health and social service professionals in the nation. Our members hold BSWs, MSWs or doctorates from accredited colleges and universities. Social work practice in most states also requires licensure.



COUNCIL ON SOCIAL WORK EDUCATION

**Educational Policy and Accreditation Standards**

(for BSW Programs)

<http://www.cswe.org/File.aspx?id=13780>

**Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.<sup>2</sup>

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Revised March 27, 2010**

## 1. Program Mission and Goals

### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

### **Educational Policy 1.1—Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence<sup>1</sup>, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

### **Educational Policy 1.2—Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

### **Explicit Curriculum**

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

### **Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

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<sup>1</sup> These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

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<sup>2</sup> National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

<sup>3</sup> International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social service.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research 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.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

### **Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.<sup>4</sup> In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

#### **Accreditation Standard B2.0—Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

**B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

**B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

**B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

**B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

#### **Accreditation Standard 2.1—Field Education**

*The program discusses how its field education program*

**2.1.1** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

**2.1.2** *Provides generalist practice opportunities for students to demonstrate the core competencies.*

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

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

**2.1.5** *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

**2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

**2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

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<sup>4</sup> Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

*2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

### **3. Explicit Curriculum**

#### **Educational Policy 3.0—Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.<sup>5</sup>

#### **Educational Policy 3.1—Diversity**

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

#### **Accreditation Standard 3.1—Diversity**

*3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

*3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.*

*3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

#### **Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

#### **Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

##### **Admissions**

*B3.2.1 The program identifies the criteria it uses for admission.*

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<sup>5</sup> Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

*Advisement, retention, and termination*

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

*Student participation*

3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

### **Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

### **Accreditation Standard 3.3—Faculty**

**3.3.1** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

**3.3.2** *The program discusses how 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. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

**B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

**3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

**3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

**3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

### **Educational Policy 3.4—Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

#### **Accreditation Standard 3.4—Administrative Structure**

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

*3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

*3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

*3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

***B3.4.4(a)** The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

***B3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.*

***B3.4.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

*3.4.5 The program identifies the field education director.*

***3.4.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

***3.4.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.*

***B3.4.5(c)** The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

### **Educational Policy 3.5—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

#### **Accreditation Standard 3.5—Resources**

*3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

*3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

*3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

*3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*

*3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

*3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

## **4. Assessment**

### **Educational Policy 4.0—Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

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

*4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*

*4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

*4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

*4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.*

*4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

### **NO CREDIT FOR LIFE OR WORK EXPERIENCE**

The Social work Program does not give academic credit for life or previous work experience.

This policy was approved 9-3-03 by the Social Work Faculty and placed in the Student Handbook 9/03.

### **POLICY ON REPEATING COURSES**

The Social Work program will comply with the University's policy on repeating courses:

#### **UAR Number: 107.04**

#### **Description:**

Undergraduate students are permitted to repeat any non-developmental course (numbered 100s through 400) for which they have earned a grade of "B" or lower. They may repeat the course no more than two times. The last grade earned is the official grade for the course, even if it is lower than the previous grade. Failure a third time will result in the student not being allowed to re-enroll for any coursework except for the course that was failed. The student will be restricted to one course retake per semester and will not qualify for financial aid. Once all failed courses have been successfully passed, the student can appeal to the Director of First Year Programs and Academic Services to again assume a full load.

**DEVELOPMENTAL\***: Undergraduate students are permitted to repeat any non-credit bearing course (numbered beginning with 0, for example, ENG 099), or designated "Developmental") for which they have earned a failing grade. They may repeat the course no more than three times. After the third failure, the student

must contractually arrange for tutoring or adult learning assistance within or outside the university, and must document the arrangement with the Director of First Year Programs and Academic Services. Failure a fourth time will result in the student not being allowed to re-enroll for any coursework except for the course that was failed. The student will be restricted to one course retake per semester and will not qualify for financial aid. Once all failed courses have been successfully passed, the student can appeal to the Director of First Year Programs and Academic Services to again assume a full load.

Approved by: Wayne D. Andrews, President Date: 03/29/2010

### **Assessment Procedures**

Surveys of graduates

Employer Survey

**UNOFFICIAL WORK SHEET BACHELOR OF SOCIAL WORK**  
**2013-2014**

Required Gen Ed Core	(15 hours)	
_____ <b>FYS 101</b>		3
_____ <b>English 100</b>		3
_____ <b>English 200</b>		3
_____ <b>CMSP 108</b>		3
_____ <b>Math 131,135,152,174, or 175</b>		3
Humanities (see list attached	(6 hours)	
_____ HUM I _____		3
_____ HUM II _____		3
Nat'l & Math Sciences	(6 hours)	
_____ NSC I _____		3
_____ NSC II _____		3
Social & Behavior Science	(6 hours)	
_____ SBS I _____		3
_____ SBS II _____		3
General Electives	21 hours	
Social Work Core REQUIRED (Sophomore year)		
_____ <b>SWK 210 Orientation to SWK</b>		4
_____ <b>SWK 230 Soc Welfare History/ Ethics</b>		3

Social Work - Required but not sequenced	(18 hrs))	
_____ SOC 374 American Minority Relations		3
_____ SWK 345 Law and Social Work		3
_____ SWK Elective _____		3
_____ SWK Elective _____		3
_____ SWK Elective _____		3
_____ SWK Elective _____		3

The following courses must be taken in sequence:

<i>First Semester Junior</i>		
_____ SWK 325 Generalist SWK Practice		3
_____ SWK 320 HBSE I		3
_____ SWK 324 Social Work Research		3
<i>Second Semester Junior</i>		
_____ SWK 321 HBSE II		3
_____ SWK 451 Social Science Data Analysis		3
_____ SWK 326 Generalist Practicum		3
<i>First Semester Senior</i>		
_____ SWK 424 Social Work Micro Practice		3
_____ SWK 426 Social Work Mezzo Skills		3
_____ SWK 430 Social Policy and Planning		3
<i>Capstone Semester Senior</i>		
_____ SWK 497 Practicum in Social Work		8
_____ SWK 498 Social Work Macro Practice		3
_____ SWK 499C Senior Seminar		3

Gen Ed Requirements	36 hours
General Electives	21 hours
Social Work Core/requirements	60 hours
<b>BSW from MSU = 120 hours</b>	

## 2013 Fall General Education Core and Distribution Courses

Name \_\_\_\_\_ ID# \_\_\_\_\_

Classes that fulfill PCC's \_\_\_\_\_ Advisor Signature \_\_\_\_\_

Developmental courses: ENG 090 ENG 099 MATH 090 MATH 091 MATH 093 EDEL 096 EDEL 097

For the 2013-14 academic year, incoming students needing general education courses beyond the core must choose from the following list of approved distribution courses. Only one course may be chosen from each prefix in a category. Students choose one course in HUM I, HUM II, SBS I, SBS II, NSC I, NSC II.

General Education Core:

**FYS 101- First Year Seminar**  
**COMM 108- Fund. of Speech**  
**Communication**  
**ENG 100- Writing I**

**ENG 200- Writing II (or HON**  
**200 - pre-req.- admission to Honors Program)**  
**Mathematical Reasoning:**  
**MATH 131, 135, 152, 174, OR**  
**175**

Distribution Courses: Choose **one** course in each category.

### **HUM 1 (Humanities)-Choose 1**

- \_\_\_ ART 160- Understanding Visual Arts
- \_\_\_ ART 263-World Arts
- \_\_\_ CMEM 210- Media Literacy
- \_\_\_ ENG 120- Approaches to World Lit.- pre-req.-  
Eng. and Read. ACT 18 or C in ENG 099 and EDEL 097
- \_\_\_ FLM 170- Introduction to Film
- \_\_\_ HON 205- Medieval World- pre-req.- admission to  
Honors Program
- \_\_\_ HUM 203- Introduction to Medieval Culture
- \_\_\_ MUSH 261- Global Music Experience
- \_\_\_ MUSH 270- Multicultural Arts
- \_\_\_ PHIL 100- Beginning Philosophy
- \_\_\_ PHIL 103- Beginning Ethics
- \_\_\_ THEA 110- Introduction to Theatre

### **SBS1 (Social/Behavioral)-Choose 1**

- \_\_\_ COMM 250- Introduction to Intercultural  
Communication- pre-requisite- COMM 108
- \_\_\_ GOVT 141- United States Government
- \_\_\_ GOVT 262- United States Foreign Policy
- \_\_\_ HIS 102- Generation Why? Understanding  
American Society
- \_\_\_ HUM 250- American and Global Citizenship  
pre-requisite- ENG 100 or equivalent
- \_\_\_ IET 101- Social Dimensions of Technology
- \_\_\_ MKT 200- The ABC's of Marketing
- \_\_\_ MNGT 101- Reel Business
- \_\_\_ PLS 200- Law and Individual Rights
- \_\_\_ RAPP 101- Introduction to Public Policy
- \_\_\_ SOC 203- American Social Problems

### **NSC 1 (Natural Science)-Choose 1**

- \_\_\_ BIOL 105- Biology for Your Life
- \_\_\_ NUTR 101- Nutrition and Well Being
- \_\_\_ RAPP 289- Regional Natural History

### **HUM 2 (Humanities)-Choose 1**

- \_\_\_ COMM 290- Conflict and Communication
- \_\_\_ ENG 205- Language: Culture and Mind
- \_\_\_ FRN 101- Beginning French I
- \_\_\_ GOVT 180- Introduction to Political Theory
- \_\_\_ HIS 101- History of Your World
- \_\_\_ HIS 103- Holly-World: World History and Film
- \_\_\_ PHIL 106- Beginning Logic
- \_\_\_ SPA 101- Spanish Language and Culture

### **SBS 2 (Social/Behavioral)-Choose 1**

- \_\_\_ AGR 185- Current Food and Energy Issues
- \_\_\_ APS 201- Introduction to Appalachia
- \_\_\_ ECON 101- Introduction to Economics
- \_\_\_ FIN 160- Money: A Cultural Exchange
- \_\_\_ GEO 100- The Human World
- \_\_\_ GOVT 102- Introduction to Politics
- \_\_\_ HLTH 151-Wellness: Theory to Action
- \_\_\_ HON 210- The Renaissance World- pre-req.-  
admission to Honors Program
- \_\_\_ IET 200- Technology and Society
- \_\_\_ IST 101- Introduction to International Studies
- \_\_\_ PSY 154- Introduction to Psychology
- \_\_\_ RAPP 203- Society, Nature and Development-  
pre-req.- SOC 101 (Comp. Enhanced), MATH 152, and BIOL 155 or  
equivalent
- \_\_\_ SOC 101- Introduction to Sociology
- \_\_\_ WST 273- Intro. to Women's Studies- pre-req.-  
ENG 100

### **NSC 2 (Natural Science)-Choose 1**

- \_\_\_ ASTR 105- Your Cosmic Context
- \_\_\_ ASTR 112- Introduction to Astronomy
- \_\_\_ GEO/ESS 101- Dangerous Planet (equated course)
- \_\_\_ HON 215- The Modern World- pre-req.- admission to  
Honors Program
- \_\_\_ PHYS 109- History of the Universe
- \_\_\_ RAPP 202- Basic Computer Techniques in Reg  
Analysis
- \_\_\_ SCI 104- Modern Issues & Problems in Physical  
Science
- \_\_\_ SCI/IET/PHYS/SSE 123- Concepts& Experiences

**Student Learner Outcomes**  
**Morehead State University General Education Program**

**1. Communication Skills**

Through general education, students:

- 1a. Speak effectively in conversational, small group, public or intercultural contexts.
- 1b. Read college-level texts for comprehension.
- 1c. Write effectively for a variety of target audiences using conventions associated with standard English.
- 1d. Convey relationships using two or more of the following: equations, graphs, tables, maps and diagrams.

**2. Intellectual Skills**

Through general education, students:

- 2a. Employ current research technologies in the process of locating, analyzing, evaluating and using information.
- 2b. Effectively utilize deductive or inductive reasoning.
- 2c. Analyze or evaluate diverse points of view.
- 2d. Articulate ethical consequences of decisions or actions.
- 2e. Apply knowledge and skills to new settings.

**3. Quantitative Skills**

Through general education, students:

- 3a. Analyze problems using arithmetic, geometric, algebraic or statistical methods.
- 3b. Use deductive reasoning in a formal, symbolic, axiomatic system.
- 3c. Verify answers to mathematical or scientific problems.

**4. Knowledge of Human Culture**

Through general education, students:

- 4a. Investigate the history of the basic principles or operations of the United States government with a view to being a responsible citizen.
- 4b. Investigate the worldview of societies outside the United States.
- 4c. Analyze historical processes that influence individuals or groups.
- 4d. Demonstrate the knowledge necessary to make choices that promote sustained health and well-being.

**5. Knowledge of the Natural World**

Through general education, students:

- 5a. Classify statements as scientific or nonscientific.
- 5b. Apply scientific or technological concepts to solving problems of natural systems.
- 5c. Employ a scientific approach to analyze scientific questions.

**6. Knowledge of Aesthetics**

Through general education, students:

- 6a. Discuss how ideas are communicated through the expressive arts; e.g., literature, theatre, dance, music, or visual arts.
- 6b. Analyze the aesthetic value of creative productions in a cultural or historical context.