

SAINT FRANCIS UNIVERSITY STATEMENT OF NON-DISCRIMINATION

Saint Francis University, an equal opportunity/affirmative action employer, complies with applicable federal and state laws regarding non-discrimination and affirmative action, including Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973.

Saint Francis University is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, gender, color, religion, national origin or ancestry, age, marital status, disability, or Vietnam-era veteran status, in employment, education programs and activities, and admissions. Inquiries or complaints may be addressed to the University's Director of Human Resources/Affirmative Action/Title IX Coordinator, Saint Francis University, Loretto, PA 15940 (814) 472-3264. For other University information, call (814) 472-3000.

Revised: January 1, 2001.

INTRODUCTION TO THE PROGRAM

Saint Francis University has offered a Social Work Program since 1963. The Saint Francis University Social Work Baccalaureate Program prepares students for entry-level generalist social work practice. The program is designed for students who wish to work in human service agencies or related fields and/or wish to attend a graduate school of Social Work. The program is a component of the School of Humanities, Behavioral Sciences and Education. Faculty have graduate degrees in social work and have had experience in a variety of social work settings.

The program is a member of the Council on Social Work Education and is fully accredited for its baccalaureate Social Work Program.

The Social Work Program is located on the second floor of Scotus Hall, in rooms 218-220. Mary Latterner is the Administrative Assistant and is located in Scotus 218. Dr. Mark Lynch, the Program Director, is located in Scotus 220 and Suzanne Black, Field Instruction Coordinator is in Scotus 215.

During the academic year the Social Work office is open from 8:30 a.m. until 4:00 p.m. (Monday through Friday). You can leave messages/mail for faculty members in room 218. All faculty members also have e-mail addresses and telephone numbers that can be found on the campus website.

This handbook is intended as an aid for you. We hope that you will use it regularly to understand the operation of the Social Work program and your role as a student. If you have any questions about the Social Work Program, please contact your social work faculty advisor.

Additional information about the program can be found on the Social Work website at: <http://www.francis.edu/newsfu/academic/Undergrad/BehavioralSciences/SocWork%20Home.htm>

DEFINITION OF GENERALIST SOCIAL WORKER

According to the Council on Social Work Education, a social work generalist is:

“A human service provider with broad-based skills, generic knowledge of persons and environments, and a commitment to social work values. The generalist is able to demonstrate basic competence in working with a variety of clients and services.”

By the time a student graduates from Saint Francis University Social Work Program he or she will be able to perform the tasks of a generalist social worker.

A generalist social worker uses problem solving, empowerment, and strength based approaches to apply the knowledge, values and skills of the social work profession to practice with the systems of individuals, families, groups, organizations, and communities.

A generalist social worker is able to assume, as appropriate, a variety of helping roles including but not limited to enabler, broker, advocate, mediator, educator, and activist; and practice in ways which demonstrate cultural competence, concern for the achievement of social and economic justice, and the advancement of human rights.

A generalist social worker performs a wide range of tasks related to the provision and management of direct services to individuals, families, groups, organizations and communities.

A generalist social worker is involved in the development and implementation of social policy.

A generalist social worker facilitates social change.

A generalist social worker utilizes knowledge about systems theory, problem-solving and social justice to focus on interactions and independence of the person in the environment.

A generalist social worker is able to choose interventions using a variety of theoretical approaches that inform practice.

SAINT FRANCIS UNIVERSITY MISSION STATEMENT

Saint Francis University offers higher education to individuals of all faiths in an environment inspired by Catholic values as expressed through the Franciscan tradition. The University serves undergraduate and graduate students, as well as all learners interested in continuing their personal and professional education.

A Mind for Excellence: Saint Francis University offers higher education in an environment guided by Catholic values and teachings, and inspired by the example of our patron, Saint Francis of Assisi. The oldest Franciscan institution of higher learning in the United States, Saint Francis University is an inclusive learning community that welcomes all people.

A Spirit for Peace and Justice: University programs and activities foster such Franciscan values as a humble and generous attitude toward learning, respect for diversity and the uniqueness of individual persons, understanding of ethical issues, and reverence for all life. With a spirit of simplicity and joy, we provide opportunities for the University community to think critically and analytically, communicate effectively, and integrate theory and practice.

A Heart for Service: Saint Francis University offers undergraduate programs in the liberal arts tradition, graduate and professional programs of study that emphasize personal and professional ethics, and continuing education opportunities for personal and career enhancement. We seek to inspire in all members of the University community a love of lifelong learning and a commitment to share their gifts and skills generously with others in a rapidly changing world.

Core Values and Guiding Principles

Goals of Franciscan Higher Education

- ❖ A humble and generous attitude toward learning
- ❖ Reverence for all life and for the goodness of all humanity
- ❖ A global vision
- ❖ Service to the poor and needy
- ❖ Respect for the uniqueness of individual persons
- ❖ A community of faith and prayer
- ❖ The spirit of simplicity and joy
- ❖ Franciscan presence

Educational Philosophy: Saint Francis University is committed to transmitting the knowledge, culture, and values of the past, not as historical curiosities, but as vital factors in facing the realities of life in the 21st century. The University confronts students with the full force of developments taking place in all aspects of modern life, challenging them to draw on the experiences of their predecessors while helping them to chart a realistic course for the future – their own and that of society.

Vision: Saint Francis University is a Catholic university of choice for undergraduate and graduate students, nationally recognized for its Franciscan mission and goals, its academic

excellence and its vibrant student life co curriculum. The University places particular emphasis on developing individuals who will lead or serve with character and values in their chosen professions and communities.

GOALS OF FRANCISCAN HIGHER EDUCATION AT SAINT FRANCIS UNIVERSITY AND THE RELATIONSHIP TO SOCIAL WORK

Saint Francis University, grateful for the Franciscan heritage of the institution and open to the living spirit of Saint Francis of Assisi, strives to incorporate these Franciscan values into the life and work of the community.

A Humble and Generous Attitude Toward Learning: Aware that all talents of mind and heart are gifts of God, the source of all good, and realizing that knowledge is not a personal possession intended solely for self-advancement, as members of the Saint Francis community we strive to share our abilities and skills generously with others. We seek not the power and prestige of knowledge nor the desire to control or dominate but to serve. We strive for excellence without arrogance, willingly sharing our knowledge and wisdom, and humbly learning from one another. As a community of learners seeking the truth together, we encourage the free and open exchange of ideas and responsible action.

Relationship to Social Work: *Social Workers seek to stay competent in the profession, as one of the ethical values is competence. The NASW indicates in the code of ethics that social workers should continue to strive to increase knowledge and skills that are applied in professional practice. As with the SFU value, we too seek to share our knowledge and contribute to the knowledge base of social work.*

Reverence for all Life and for the goodness of all Humanity: As children of God, we are brothers and sisters to each other, to all humanity, and to all God's creatures. Thus we strive to show reverence for all human life and for life in all its forms, to treat all people with dignity and respect, and to work together for the common good. In a spirit of charity, we care for and support each other, helping to bind the wounds of those who suffer and bearing one another's burdens. We also care for the earth which is our home and work to protect and preserve it for future generations.

Relationship to Social Work: *A value identified by NASW in the Code of Ethics is the Dignity and Worth of the person, by which the social worker respects all individuals. We are aware of the individual differences of all individuals and seek to help those in need, as well as being responsible to society as a whole.*

Respect for the Uniqueness of Individual Persons: In imitation of Saint Francis of Assisi, who was open to human personality in all its variety and who saw the image of God multiplied by never monotonous, we recognize that each individual person is a unique combination of God-given abilities and we know that each person expresses the goodness of God in a particular way. Every member of the University community thus deserves to be treated respectfully and each should treat others with respect. Students especially should be accorded as much personal attention as possible. With education of the whole person as our goal, we strive to foster the intellectual, physical, social, and spiritual growth of Saint Francis students and to prepare them not just for productive careers but for fruitful lives.

Relationship to Social Work: *This Franciscan goal is further related to recognizing the dignity and worth of the individual, but also speaks to the social work value of recognizing the importance of human relationships. In working with students, we model how students must see the value of working as partners in the helping process. Social workers are taught to attempt to strengthen relationships with others for the sake of the well being of people at all systems levels.*

A Global Vision: As citizens of the earth and as brothers and sisters in the global community, we embrace all classes of people and respect all cultures, all races, and all religions. We strive to resolve conflict non-violently and to work for justice within our community, our society, and our world. We work to build up God's people everywhere, to bring reconciliation, and to act as instruments of peace in the communities we serve.

Relationship to Social Work: *Social workers embrace the attitude that all humans must be treated with dignity and care. In generalist roles of mediator, advocate, negotiator we embrace the value of a global vision to help bring justice to those oppressed and to bring some form of reconciliation to all.*

Service to the Poor and the Needy: In the spirit of Saint Francis, the poverello, we strive to be compassionate to all and especially to the poor and disenfranchised. Recognizing our own dependence on God and on others, and trusting in His providence, we engage in active service to the poor and to those with special needs such as the elderly and youth, the ill and the imprisoned. With gratitude to those who share their means to help us accomplish our Franciscan mission, we seek also to exercise a wise and careful stewardship of the institution's resources. We commit ourselves to honesty and integrity in our work, accept personal responsibility for our actions, and exercise high ethical standards in our actions, and exercise high ethical standards in our personal professional lives.

Relationship to Social Work: *A core value of social work is service to others. Social workers help others using the skills, knowledge and values of the profession. Social workers are always expected to work in an ethical manner, guided by a strong Code of Ethics. We too look to provide for all in need.*

A Community of Faith and Prayer: The Saint Francis community, while respecting the religious beliefs and traditions of others, seeks to listen to the Word of God and to observe the Gospel of Jesus Christ. The University strives to promote the spiritual growth and development of its members and invites all to gather in prayer and worship and, when possible, to participate in the Eucharist and in the sacramental life of the Church. Following the example of Saint Francis, the University is devoted to the Catholic Church and its leaders and strives to serve the educational and spiritual needs of the Church's clergy, religious, and laity.

Relationship to Social Work: *Social workers strive to help people become autonomous and self – actualized in their lives. Saint Francis could easily be seen as a social worker considering his stand for social justice and help for the poor. Social workers are also taught to be respectful of all people, regardless of religious beliefs.*

A Spirit of Simplicity and Joy: Imitating Saint Francis, who called himself the herald of the Great King and troubadour of God, the Saint Francis community celebrates life in simplicity and

joy. With good humor and common sense, we share our stories and teach by good example. We also extend courtesy and hospitality to all guests and to all who wish to join this community.

Relationship to Social Work: *Social workers are expected to practice with a respect for the dignity of others. We are often seen as models for those we help. A good social worker uses their common sense as well as the knowledge base of the profession when working with others. We are courteous and respectful to others.*

Franciscan Presence: The University gratefully acknowledges the vision, sacrifice, and zeal of our Franciscan founders and of the friars who have served the campus community loyally over the years. We strive to emulate the Franciscan values evident in their ministry. Franciscan presence also encompasses all men and women of good will who have been associated with the University and whose lives and work exemplify the ideals of Saint Francis. We encourage and promote these values for future generations, knowing that as long as the spirit of Francis of Assisi continues to animate this community of learners, Saint Francis University will be graced with Franciscan presence.

Relationship to Social Work: *Social work is guided by a strong sense of values that guide the profession. In the same manner that Franciscan's can look to the sacrifice, vision and zeal of their founders, social workers also have a rich history that serves to guide us in our work.*

***The above mission is appropriate to social work education because it embodies the values, perspectives, and knowledge base of the social work profession. Consistent with the Educational Policy and Accreditation Standards, our mission indicates our focus on social and economic justice and those experiencing oppression. Also consistent is the building of generalist social work knowledge and skills. We are strongly committed to a systems theory approach to applying social work skills and knowledge as well as being committed to principles of human rights, social and economic justice, through a value based education.*

It is also a mission of the social work program to prepare students to work with all people at all developmental and systems levels. We prepare social workers who will effectively work with diverse populations. Social work students learn empowerment strategies to effect change for clients at all social system levels.

MISSION OF THE SOCIAL WORK PROGRAM

The Social Work program endeavors to meet the mission objectives of Saint Francis University. The Social Work program has as its mission:

“The sound preparation of qualified students for entry level professional generalist practice in social work and/or preparation for graduate studies in the field of social work.”

PROGRAM GOALS

To accomplish its mission, the Social Work Program formulated seven goals:

1. Prepare students for beginning generalist social work practice with diverse client systems.

2. Provide graduates with a foundation of social work knowledge, skills, values and ethics to serve as a basis for graduate level social work education.
3. Engage in interdepartmental collaborative learning activities that foster integration of liberal arts into the theory and knowledge base of social work graduates.
4. Equip students with the critical thinking and analytical skills necessary for competent practice with various social systems.
5. Prepare graduates for a lifetime of work promoting social justice in a diverse society.
6. Prepare graduates to develop and understanding of the values and ethics needed to function as practicing social work professional.
7. Prepare graduates with an awareness of the need for ongoing professional growth and development.
8. Prepare students to use the Generalist model and the systems theory perspective in practice.

OBJECTIVES AND LEARNING GOALS

In order to meet the program goals, the program has determined the following Overall Learning Objectives, based on the Council on Social Work Educations expectations of the graduates of baccalaureate social work program (B3.0, CSWE Handbook of Accreditation Standards and Procedures, p7, <http://www.cswe.org/NR/rdonlyres/111833AO-C4F5-475C-8FEB-EA740FF4D9F1/0/EPAS.pdf>) We have expanded our objectives to include the original 12 in the foundation program objective listed by CSWE and added 4.

- To apply critical thinking within the context of professional practice.
- To practice within the values and ethics of the social work profession.
- To practice with an understanding and respect for the positive value of diversity.
- To demonstrate professional use of self.
- To understand the forms and mechanisms of oppression and discrimination.
- To understand the strategies of change that advance social and economic justice.
- To understand the history of the social work profession and its current structures and issues.
- To apply the knowledge and skills of generalist social work practice with systems of all sizes.
- To apply knowledge of bio-psycho-social variables that affect individual development and behavior.

- To understand the theoretical frameworks to understand the interactions among and between individuals and social systems (families, groups, organizations and communities.)
- To analyze the impact of social policies on client systems, workers and agencies.
- To evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice intervention and those of the relevant system.
- To use communication skills differentially with a wide variety of client population, colleagues and members of the community.
- To use supervision appropriate to generalist practice.
- To function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.
- To demonstrate the ability to use electronic and other resources to increase the social work skills, knowledge and values.

OBJECTIVES OF THE PROFESSIONAL CONTENT AREAS

The BSW professional foundation is organized into nine professional foundation areas: Values and Ethics, Diversity, Social and Economic Justice, Populations at Risk, Human Behavior and Social Environment, Social Welfare Policy and Services, Social Work Research, Social Work Practice and Field Practicum. These objectives are guided by the Mission Statement of the University, the Program Goals and Learning Objectives of the BSW program, the Code of Ethics to which the School subscribes, and the 2001 Curriculum Policy Statement (CPS) from the Council of Social Work Education. (See Appendix D for 2001 CPS). Following are the objectives for each of the areas as identified by the Social Work Program.

SOCIAL WORK VALUES AND ETHICS

Values and Ethics are infused into the entire program. Upon successful completion of the BSW program, students will be able to:

1. Demonstrate an understanding and commitment to social work values and to the professional code of ethics.
2. Practice within the values of generalist social work practice in working with all systems levels including; individuals, families, groups, organizations and communities.
3. Effectively and responsibly evaluate ethical and legal implications involved in practice.
4. Demonstrate an awareness of personal values and the impact these have on work with various populations and systems.

DIVERSITY

Upon successful completion of the BSW program, students will be able to:

1. Demonstrate mastery of the concept of human diversity.
2. Practice with an understanding and respect for positive value of diversity.
3. Demonstrate skills to work with women, minorities of color, people of different sexual and political orientation, disabled and the aged of generalist social work practice.

SOCIAL AND ECONOMIC JUSTICE

Upon successful completion of the BSW program, students will be able to:

1. Demonstrate understanding of the concept of social and economic justice.
2. Analyze the major barriers to social and economic justice.
3. Synthesize the major theoretical approaches that explain the barriers to social and economic justice
4. Evaluate the ramifications of the barriers to social and economic justice on client systems at all systems levels with particular awareness for populations-at-risk.
5. Evaluate the ramifications of various policy positions for social and economic justice.
6. Describe a plausible intervention plan to deal with a barrier or barriers to achieving social and economic justice in a practice setting.
7. Analyze the relationship between social and economic justice and social work values.

POPULATIONS-AT-RISK

Upon successful completion of the BSW program, students will be able to:

1. Define and discuss the concept of populations-at-risk.
2. Explain why certain populations are at greater risk than others.
3. Analyze relevant bio-psycho-social and political concepts concerning oppression, diversity, and social risk, and explain how these theories relate to social work values and practice.
4. Be able to identify how considerations of oppression, diversity and social risk apply to social work practice and to social welfare policy and services.
5. Be prepared for culturally competent generalist social work practice.
6. Analyze the differential impact of the information society on all groups, especially on oppressed populations.

HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT (HBSE)

Upon successful completion of the HBSE content area, students will be able to:

1. Demonstrate an understanding of the interrelationship of environmental, social, psychological, and biological factors and the impact that they have upon human behavior.
2. Demonstrate an understanding of theoretical and scientific knowledge which attempts to explain the development and behavior of individuals over their lifespans.
3. Discuss, critique, and apply major theories of small group behavior, family behavior, and organizational behavior. And community behavior to enhance practice.
4. To understand the impact of systems such as families, groups, organizations and communities on the lifespan development of an individual.
5. Discuss, critique, and apply systems theory concepts to the functioning and behavior of those with whom we practice.
6. Evaluate the knowledge, value, and importance of human commonalities and diversities as they relate to the profession of social work.
7. Gain a comprehensive knowledge of the effects of social structures and processes on behavior, life experiences, life styles, and self-concept, particularly as such structures and processes inhibit or enhance life opportunities and outcomes.
8. Evaluate how systematic inequality and oppression impacts on human behavior resulting in differential socio-economic status for selected populations.
9. Select, analyze, evaluate, and translate knowledge from other disciplines, consistent with social work values, for application to generalist practice.

SOCIAL WELFARE POLICY AND SERVICES

Upon successful completion of the Social Welfare and Services content area, students will be able to:

1. Evaluate the history and evolution of social problems and the development of social welfare and social work as responses to these problems.
2. Discuss the connection between problem conceptualization and differential distribution of, and access to, social service resources, particularly with regard to diverse groups such as ethnic minorities, people of color, women, gay men and lesbian women, and other oppressed populations.
3. Identify how the nature of a service delivery system, including its design, components, and processes, affects its functioning.
4. Recognize and describe the ethical role of social work in defining social welfare issues designing policies and programs to address those issues, and advocating social change.
5. Evaluate the policy framework and organizational context in which social services are delivered and social work is practiced.
6. Synthesize ideological assumptions and value stances inherent in the debates about social issues and policy analysis and the value commitments that influence generalist social work practice.
7. Embrace social and economic justice, the alleviation of human suffering, and the prevention of social problems as policy practitioners committed to social change.
8. Analyze social welfare policies and programs to identify strengths and weaknesses in meeting the human needs for which they are intended.

9. Initiate and influence appropriate social policy change, particularly with reference to meeting the needs of oppressed populations.

SOCIAL WORK RESEARCH

Upon successful completion of the Social Work Research content area, students will be able to:

1. Analyze the interrelationships between the knowledge building process and generalist practice.
2. Demonstrate an understanding of the qualitative and quantitative methods of research.
3. Evaluate the usefulness of competing theories and models to explain human behavior and social phenomena related to social work practice.
4. Demonstrate skills in theory development and problem formulation.
5. Develop appropriate research questions and suitable research design strategies to explore these questions, including issues such as population sampling, data collection methods statistical analysis, and content analysis.
6. Evaluate the research literature which both supports the knowledge base and practice skills, and its application to practice.
7. Work within the ethical guidelines that inform social work research.
8. Do a needs assessment to assist systems.
9. Evaluate, under supervision, one's own practice and those of other relevant systems.
10. Find, evaluate, and apply a body of available knowledge related to the profession.
11. Analyze the probability of outcomes biased in relation to populations-at-risk and other oppressed groups.

SOCIAL WORK PRACTICE

Upon successful completion of the Social Work Practice content area, students will be able to:

1. Analyze the purpose, roles and knowledge base of generalist social work practice.
2. Analyze social work values and possess the ability to ethically respond to situations in social work practice.
3. Use the problem solving method and generalist intervention model with individuals, families, small groups, communities, organizations and global societies.
4. Identify and apply interactional skills: Engagement skills, collecting and assessing data, treatment planning and contacting, identifying alternative interventions, selecting and implementing appropriate courses of action, using appropriate research to monitor and evaluate outcomes, applying appropriate research-based knowledge and technological advances, and bringing appropriate termination to the process.
5. Identify and use the client systems' strength.
6. Evaluate the relevance and use of knowledge from social, behavioral, and biological sciences and other relevant disciplines as a basis for generalist practice.
7. Evaluate one's own values, feelings, motivations, biases, strengths and limitations that affect one's professional relationship.
8. Demonstrate the Rogerian characteristics of respect, genuineness, honesty and unconditional positive regard in working with clients.

9. Evaluate and apply the various professional roles required for generalist practice, such as advocate, counselor, teacher, mediator, broker, researcher, case manager, and others as needed in interventions.
10. Demonstrate an understanding of approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.
11. Demonstrate ability for disciplined and ethical use of self in professional relations and continuous self-evaluation for professional development.
12. Demonstrate knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely.
13. Demonstrate commitments to serve populations at risk and to help eradicate institutionalized forms of oppression.
14. Demonstrate commitments to link people with systems that provide them with resources, services and opportunities: promote the effective, efficient operation of those systems; and eliminate injustices in the planning, implementation and delivery of services.
15. Apply strategies of intervention to promote empowerment, achieve social and economic justice, and combat the effects of institutionalized oppression.
16. Demonstrate a commitment to and an understanding of the NASW Code of Ethics.
17. Demonstrate the ability to use the person-in-situation, ecological, strengths and empowerment perspectives as part of generalist social work practice.
18. Analyze social change strategies across levels of practice.
19. Demonstrate the skills to apply for financial assistance for programs, including grants.

FIELD PRACTICUM

Upon successful completion of the field practicum content area, students will be able to:

1. Demonstrate commitment to the standards for professional conduct according to the National Association of Social Workers Code of Ethics and the ability to recognize and respond constructively to complex value and ethical dilemmas in practice.
2. Demonstrate commitment to one's own continuing education and lifelong learning for professional development.
3. Integrate social work purpose, knowledge, and values in generalist social work practice.
4. Demonstrate knowledge and respect for the positive value of human commonalities and differences especially in relation to race, ethnicity, religion, gender, age, sexual orientation, physical and mental ability and socio-economic status.
5. Analyze the forms and mechanisms of oppression and discrimination and apply the strategies and skills of change that advance social and economic justice.
6. Evaluate patterns, dynamics, and consequences of discrimination, economic deprivation and oppression and their impact on populations-at-risk, including

- people of color, women and homosexuals, as well as populations distinguished by age, ethnicity, class, political affiliation, religion and physical and mental ability.
7. Apply knowledge of bio-psycho-social and political variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
 8. Analyze the interrelatedness among agency history, policies, procedures and programs and their relationship to social work practice.
 9. Advocate for appropriate social policies and services to enhance client's well being. Analyze the impact of social policies on client systems, workers, and agencies.
 10. Analyze the agency as a formal organization in the context of the social services delivery.
 11. Actively engage in the empowering process for generalist social work practice with individuals, small groups, and communities based on the strengths perspective.
 12. Utilize interactional skills required for providing direct services to clients within generalist social work practice.
 13. Use information technology to enhance effective generalist social work practice.
 14. Analyze the differential impact of the information society on clients
 15. Evaluate the impact of societal and global systems on the well being of clients.
 16. Conceptualize and communicate clearly, including speaking and writing in a grammatically correct form, with diverse client populations, colleagues, and members of the community.
 17. Demonstrate professional use of self including active engagement in the teaching/learning.
 18. Apply appropriate research findings to one's own practice.
 19. Evaluate, under supervision, one's practice interventions and those of other relevant systems.
 20. Apply critical thinking skills required for competent generalist social work practice.

SOCIAL WORK PARADIGM

FALL			SPRING		
		Credits			Credits
Freshman					
ENGL103	Writing Link	3	ENGL104	Writing About Lit	3
HIST103	U.S. to 1877	3	HIST104	U.S. Since 1877	3
SCWK203	Intro to Social Welfare	3	SOC101	Gen Sociology	3
PLSC102	American Nat'l Gov	3	PSYC101	Intro Psychology	3
ECON101	Principles I	3	BIOL105	Human Biology	3
FNAR101	Exploration/Arts	1	Core 102		2
			Core 101		1
		16			18
Sophomore					
PHIL205	Phil-Reasons-Resp	3	RLST205	Faith & Fran	3
SOC201	Soc Persp of Family	3	SCWK402	Cultural Diversity	3
PSYC209	Developmental Psychology	3	STAT101	Statistics I	3
CPSC101	Intro to Computers	3	FNAR	Elective	3
	Foreign Lang or Speech	3	SCWK	Elective	3
				Forgn Lang or Speech	3
		15			18
Junior					
SCWK310	HBSE	3	SCWK314	Social Welfare Pol	3
SCWK315	Processes I	6	SCWK316	Processes II	5
PHIL	Elective	3	SOC302	Social Research	4
SCWK	Free Elective	3	RLST	Elective	3
				Free Elective	3
		15			18
Senior					
SCWK425	Field Instruction	16	SCWK426	Senior Seminar	3
			SCWK450/451 OR PSYC	Special Topics Elective	3
			SCWK	Elective	3
				Free Elective	3
		16			12

LIFE EXPERIENCE

Consistent with the Council of Social Work Education, Saint Francis University does not grant academic credit for life experience.

SOCIAL WORK REQUIREMENTS

The sequence of the Social Work Major courses and Distribution Requirements is designed to provide professional education. The social work course content builds the knowledge, skills and values acquired in the foundation courses listed under the Distribution Requirements. Recommended electives and a registration checklist appear in the Appendix.

In addition to the University requirements for a degree at Saint Francis University, the Social Work Major must take the following specified courses:

1. **Social Work 203:** Introduction to Social Welfare (3 credits)
2. **Social Work 314:** Social Welfare Policies, Programs and Issues (3 credits) *Prerequisites:* *Social Work 203, Sociology 310.*
3. **Social Work 315:** Social Work Processes I (6 credits) Includes 6 hours of classroom instruction related to skill development to work with individual group sessions. *Prerequisites:* concurrent with Social Work 203, 314; Sociology 310.
4. **Social Work 316:** Social Work Processes II (5 credits). Includes one day per week field instruction and two classroom sessions. *Prerequisites:* Social Work 315.
5. **Social Work 425:** Social Work field Instruction (16 credits). Includes four days per week in field instruction and classroom instruction in skills development for community and organization/agency work. *Prerequisites:* Social Work 316 and approval of social work advisor.
6. **Social Work 426:** Senior Seminar (3 credits) *Prerequisites:* Social Work 425.
7. **Social Work Capstone**

REQUIRED RELATED FOUNDATION COURSE

8. **Computer Science 101:** An Introduction to Computers (3 credits).
9. **Statistics 101:** Basic Statistical Methods (3 credits)
10. **Sociology 302:** Social Research (4 credits). *Prerequisites:* Statistics 101, Computer Science 101.
11. **Sociology 310:** Human Behavior in the Social Environment (3 credits) *Prerequisites:* Sociology 101 or 102 or Social Work 203.
12. **Scwk/Soc 402:** Cultural Diversity in American Society (3 credits) *Prerequisite:* Sociology 101 or 102 or Social Work 202.
13. **Scwk/Soc 201:** Social Perspectives of the Family (3 credits). *Prerequisite:* Sociology 101, or equal class and a Psychology elective choice with your social work advisor.
14. Psychology 209 and a psych elective or Scwk 450 or above (6 credits)* *Prerequisite:* Psychology 101.

OPTIONAL COURSES Optional social work courses are recommended but not required.

Social Work 202: Introduction to Women's Studies (3 credits)

Social Work 205: Gerontology (3 credits)

Social Work 320: Alcohol Abuse and Alcoholism (3 credits)

Social Work 501: Independent Study (1 – 8 credits).

* Psychology of Childhood, Adolescence, Adulthood and Old Age

Transfer Credit Policy

Students transferring to the Saint Francis University Social Work Program from another university must first apply to the Saint Francis University admissions office. General Education requirements will be evaluated for transfer by the Director of Advising and Retention with the social work program director. No transfer credit will be awarded for courses graded less than a "C". Social work courses at the 200 level and above will only be considered for transfer if taken at another social work program accredited by the Council on Social Work Education. Should it be necessary, the student should be prepared to provide copies of course syllabi and/or catalog descriptions of social work courses taken for review by the BSW Program Committee for final decision on transfer credit.

This policy is articulated to students through advising and is also documented in the student handbook.

SOCIAL WORK

The Interrelate Purposes

The fundamental objects of social work concerns are the relationships between individuals and between individuals and social institutions. Historically, social work has contributed to the development of these relationships in such a way as to promote social and economic justice and protect the opportunities for people to live with dignity and freedom.

Professional practice thus focuses on the transactions between people and their environments that affect their ability to accomplish life tasks, alleviate distress, and realize individual and collective aspirations. Within this general scope of concern, social work, as it is practiced in a wide range of settings, has four related purposes.

- The promotion, restoration, maintenance, or enhancement of the functioning of individuals, families, households, social groups, organizations, and communities by helping them to prevent distress and utilize resources. These resources may be found in people's intrapersonal or interpersonal capacities of

abilities and in social services, institutions, and other opportunities available in the environment.

- The planning, development, and implementation of the social policies, services, and programs required to meet basic needs and support the development of capacities and abilities.
- The pursuit of such policies, services, and programs through legislative advocacy, lobbying, and other forms of social and political action, including providing expert testimony, participation in local and national coalitions, and gaining public office.
- The development and testing of professional knowledge and skills related to these purposes.

The Professional Context

Social work is a self-regulating profession with sanction from public and voluntary auspices. Through all its roles and functions and multiple settings, social work is based on knowledge and guided by professional values and ethics. With its central focus on the transactions between people and their environments, social work uses research and theory from social, behavioral, and biological sciences as well as from social work practice itself, developing a unique perspective on the human condition.

Social work as an organized profession is practiced in a wide variety of settings and in the major institutions of society, including the family. It is the primary discipline in social services provision and is one of the essential disciplines in income maintenance, health, education, and justice organizations. It is utilized as well in business, industry, and government. Social work is necessary in meeting the social needs of diverse population groups with a wide range of problems and aspirations.

Competencies of the Entry Level Professional Social Worker

The ten basic competencies which have been identified as necessary to the entry level educational program are:

1. **Identify and assess situations where the relationship between people and social institutions needs to be initiated, enhanced, restored, protected, or terminated.**

Includes use of methods of data collection and analysis, including electronic technology for these purposes; interviewing, observation and recording; review and analysis of institutional policies and procedures, involvement of the client population in the data collection and assessment process to the fullest extent possible; carrying out data collection and assessment processes with involuntary clients; collaboration and teamwork with others relevant to the data collection and assessment processes; use of interpersonal skills and relationships with individuals and groups.

2. **Develop and implement a plan for improving the well-being of people based on problem assessment and the exploration of obtainable goals and available options.**

Includes involvement of client populations in the planning and implementation processes to the fullest extent possible, planning and working with involuntary clients humanely and sensitively, planning and implementing plans within the ethics of social work; learning about and utilizing the distinctive strengths of each individual and each cultural and lifestyle group; collaboration and teamwork with relevant others or groups outside the client system in planning and implementing plans.

3. **Enhance the problem-solving, coping, and developmental capacities of people.**

Includes provision of information; provision of support; teaching people useful skills; facilitating interaction between people with mutual interests or concerns individually and through the use of groups; use of indigenous helping networks and resources; respect for and use of unique strengths and resources of diverse individuals and groups; helping the involuntary client with support when necessary and with the exploration of more rewarding behaviors when possible; use of the problem-solving model; helping client populations make use of (or better use of) existing services, resources, opportunities; making use of interpersonal skills and relationships with individuals and groups, being aware of one's own values about people and groups.

4. **Link people with systems that provide them with resources, services, and opportunities.**

Includes knowledge of relevant systems; use of the self-help and indigenous helping networks; initiating self-help activities when appropriate; obtaining and disseminating information, making use of electronic technology as available; clarifying procedures and objectives; mediating between people and systems; facilitating communication and interaction; providing support to people needing or seeking resources, services, opportunities; monitoring structures to insure their humane, equitable, and helpful treatment of people; referring people to the most appropriate service-resource opportunity.

5. **Intervene effectively on behalf of populations most vulnerable and discriminated against.**

Includes collection and analysis of caseload and printed data about such populations; outreach efforts to identify and reach these populations; sensitivity to priorities, need definitions, and resources used by diverse groups; facilitating changes in policies and legislation that impede the provision of resources or services to vulnerable populations; advocating for needed services; assisting in the development of needed resources and services; use of existing services and resources and of protective legislation to supplement and support indigenous resources; use of professional standards and ethics when evaluating services, resources, opportunities provided to people; being aware of one's own values regarding human diversity; educating resource systems about the needs of vulnerable populations through the provision of relevant information.

6. **Promote the effective and humane operation of the systems that provide people with services, resources and opportunities.**

Includes the maximum use of agency policies and structures to facilitate the provision of services, resources, opportunities to people; analysis of agency planning and policymaking structures; participation in activities to improve and/or initiate agency services and procedures; development of a collegial support network; use of interpersonal skills and relationships with individuals and groups; timely and efficient performance of agency procedures; participation in agency decision making as appropriate; use of professional standards and ethics as a guide when functioning in agencies and other helping systems: special sensitivity to the needs of involuntary clients; collection and analysis of caseload and printed data, and making it available to appropriate persons in helping systems.

7. **Actively participate with others in creating new, modified, or improved service, resource, opportunity systems that are more equitable, just, and responsive to consumers of services, and work with others to eliminate those systems that are unjust.**

Includes methods of evaluative research; planning; policymaking; involvement of client populations in planning and policymaking as much as possible; creation of support networks in resource and helping system; sensitivity to the needs of involuntary clients who may not be able to express them or affect service delivery; use of professional standards and ethics; use of personal power and influence; work with colleagues to initiate and/or support changes in dysfunctional agency policies and practices.

8. **Evaluate the extent to which the objectives of the intervention plan were achieved.**

Includes the formulation and utilization of devices to measure intervention success or failure; use of methods of data collection and analysis, including electronic technology for these purposes; involving client populations in the evaluation process; use of evaluative data to renegotiate the service plan as appropriate; consulting with colleagues about intervention strategies.

9. **Continually evaluate one's own professional growth and development through assessment of practice behaviors and skills.**

Includes use of methods of data collection and analysis about one's own practice activities and their effects; obtaining feedback from client populations; obtaining feedback from colleagues; using professional standards and ethics as a framework to evaluate one's own practice; reading and drawing upon current scientific and practice literature; ongoing participation in continuing education; increasing self-awareness.

10. **Contribute to the improvement of service delivery by adding to the knowledge base of the profession as appropriate and by supporting and upholding the standards and ethics of the profession.**

Includes personal involvement in the activities of professional associations; through knowledge of professional standards and ethics, ongoing involvement in professional continuing education programs; collaboration with colleagues in activities to advocate for or support professional standards and ethics in legislation and places of employment; ongoing assessment of one's own practice; using one's practice experience as a basis for contributing to the knowledge base of the profession.

ENTRANCE CRITERIA

Social Work as a profession has evolved during the last century because of society's concern about problems related to the distribution of resources and opportunities, as well as problems of health and illness and the growing stress on individuals in their pursuit of satisfying life styles in an increasingly complex society. Therefore, the practice of Social Work requires not only knowledge and specialized skill, but also healthful and hopeful attitude in working with people. This includes the ability to face the harsh realities of life while retaining compassion for people facing those realities and the determination to help them make constructive changes in themselves or their environment. For these reasons, acceptance into the program as a social work major is provisional.

Initial Screening: Entry to Saint Francis University requires submitting an application to the Office of Admissions and following the same procedure as for all entering freshmen wherein selection is based on one's standing in the high school graduating class, e.g. in the first and second quintile in achievement.

Second Screening: Formal entrance into the program as a social work major is threefold:

1. The successful completion of Social Work 203: Introduction to Social Welfare and Social Work 310: Human Behavior in the Social Environment with a grade of C or higher.
2. The achievement of an overall grade point average of 2.0 or higher on a scale of 4.0.
3. The evaluation of the student's suitability for the profession based on classroom performance, volunteer experiences, involvement in the Social Work Club and enrichment activities. The Social Work faculty advisor determines acceptance into the program.

The formal entrance occurs during the sophomore year or when 49 credits obtain.

Transfer students will be screened by the Office of Admissions and then by social work faculty to determine their eligibility and prospective status in the program. See University Catalog, Admissions with Advanced Standing.

Grievances and appeals may be referred to a committee composed of social work faculty and student representatives of the Social Work Club.

Grievance Procedure

The procedure for addressing grievances in any aspect of the Social Work Program will be based on the following criteria:

1. Complaints will be taken seriously and investigated in a manner that provides equal access and responsiveness to all parties.
2. Respect for all involved parties will be communicated throughout the process, including validation of feelings;
3. A win-win solution will be sought wherever possible; i.e., a solution that provides validation, respect and positive consequences for all parties;
4. Social work values and ethics will be adhered to;
5. Resources outside the social work program, such as the Counseling Center, may be suggested as appropriate.

Academic & Professional Performance Review

Professional programs have unique obligations that transcend academic performance obligations to the profession and to the client system. Accordingly, the Social Work Program has established a set of academic and professional performance requirements that are at the center of successful achievement of the bachelor of social work degree and performance as a professional social worker. When students fall below this level, they should first consult with the faculty member involved and/or their social work advisor. If this doesn't seem to be adequate to resolve the issue, the student may be referred to the Program Director. Reasons for referral to the APPRC could include:

1. Overall GPA falls below 2.00 and/or the social work GPA falls below 2.25 in social work required classes after being accepted into the social work program.
2. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable dialogue with other people.
3. Student conduct that is not congruent with NASW Code of Ethics and the values of the social work profession. Behavior in the student's fieldwork and the classroom that does not conform to the profession's values and ethics is included in this category.

4. Behavior that interferes with the student's functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.
5. Failure to adhere to field agency policies and professional standards.
6. Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for personal, physical or emotional problems which interfere with professional functioning.
7. Students may self refer to this committee should they experience a concern beyond the scope of their academic advisor.

Students in Field Placement should follow the Field Placement Termination and Transfer Policy.

Academic and Professional Performance Review: This is a standing committee within the social work program that meets as needed. Its membership includes the Program Director, the Field Coordinator, and other faculty members. Confidentiality considerations preclude student membership on this committee. Any student, faculty member or field instructor may request a meeting of this committee at any time for review of problematic performance. The APPRC has just been formed this year.

Procedure for Review by the (APPRC):

1. Documentation of Concern and Preliminary Resolution: It is the responsibility of the faculty/field instructor/field liaison/student to identify and to document reasons for referral for an APPR. The faculty member/field instructor/field liaison/student is expected to discuss the issue with the student and prepare a written statement outlining the issues and concerns and suggested behavioral interventions the student is to make. A time-frame for amelioration is required. At the end of the time-frame, the faculty member/field instructor/field liaison will meet with the student to ascertain progress. Students in their Senior Field Experience may have already completed this step and should progress directly to Step 2 when referred for an APPR. A copy of the written statement and progress report is to be sent to the Chair of the APPRC for discussion at the next meeting.
2. Academic and Professional Performance Review: If the procedure above does not resolve the faculty member's/field instructor's/field liaison's concerns about the student's performance, the faculty member/field instructor/field liaison is to request a meeting of the APPRC. The committee will review the report and will invite the student to discuss her/his performance problems. The student may invite another representative to sit in on the meeting. Agency supervisors or others involved in or knowledgeable about the case may be invited to attend, subject to the prior approval of the Chair of the committee. The student will be notified in advance of those who will be in attendance. The actions that are taken are:
 - a. Plan for Remediation: The committee will draw up a remediation plan for the student. This plan may include tutoring, mentoring, counseling, medical attention or placement reassignment. A time frame for implementation and review of the plan will be formulated.

- b. In severe cases a written notice that the student's major is in jeopardy may be issued. A copy of the warning is included in the student's file; copies are also sent to the department chair, to the student, and to the Vice President for Student Development.
 - c. Withdrawal: In extreme cases, cases involving a violation of the Code of Ethics or where someone is put in danger, the student will be required to immediately withdraw from the Social Work Program. Again, a copy of the written notice of this decision will be distributed to the student, the student's file, the Department Chair, the Dean, and the Provost for Academic Affairs and the Vice President of Student Development.
3. Review with possible termination: Once a plan of action is developed with the student, review of the plan will be completed in this step. There are two possible outcomes of this review. With satisfactory completion of the plan, the student would be permitted to continue in the social work program. Unsatisfactory completion of the plan results in the student's termination from the social work program.

Appeals Process

Any student who does not agree with the decisions made by the Academic and Professional Performance should appeal the decision following the policies of the University. The university has the following Academic Appeals Policy, found in the University catalog, pg 54:

APPEALING A GRADE

If a student wishes to question or appeal a grade, the student will, prior to the sixth week of the subsequent Fall or Spring Semester:

1. Contact the instructor to ask for an explanation of the grade determination. The instructor of the course will review how the grade was determined.
2. If the student is not satisfied with the instructor's explanation, the student will then meet with the department chair or director of the academic program sponsoring the course to express concern. The chair/director will meet with the instructor of the course to ascertain how the grade was determined. The chair/director will then meet with the student to inform the student of the chair's/director's determination on the appeal. Students wishing to appeal grades in departments or programs having published department/program appeal policies must follow the department/program procedures.
3. If the student is not satisfied with the progress or the results of the inquiry to the instructor and chair/director, the student must, prior to the end of the sixth week of the subsequent Fall or Spring Semester, submit a letter of appeal to the Provost. The letter must include a summary of the meetings with the instructor and the chair/director as well as a rationale for the appeal. The Provost will discuss the appeal with the department

chair/director and the instructor of the course to determine their analysis of the appeal. The Provost will review the appeal and render the final decision.

Student's Non- Academic Grievance Procedure Related to Social Work Field Experience Within the Field Agency.

Student non - academic grievances related to field education experience will be handled within the Social Work Program according to the following procedures:

1. The student will be asked to speak directly with the person at the field agency with whom he/she has a grievance. If the person is not the student's field instructor, the student should consult with his/her field instructor who will inform the student of relevant and applicable agency policies and procedures.
2. If the student believes her/his rights still have been violated, the student should request that the field liaison schedule a meeting with the student, the field instructor, and the field liaison for further discussion. The student should document her/his grievance and should use the Social Work Student Field Incident Report form. The field liaison will document the results of the meeting and the decision made and send copies to all present at the meeting and to the field director.
3. If a satisfactory resolution does not come forth from that meeting the matter is brought by the field liaison to the field coordinator for a decision. The field director may meet with the student, field liaison and agency representative and may invite the Social Work Program Director, particularly in the cases in which the field director also acts as the field liaison. The field coordinator will document the results of the meeting and his/her decision; and send copies to all present at the meeting.
4. If the issue remains unsettled, a meeting of all parties is scheduled by the field director with the Social Work Program Director, if not previously involved. The Social Work Chair will document the results of the meeting and his/her decision; and send copies to all present at the meeting.
5. If the issue is not satisfactorily resolved in steps 1-4, the student may bring the grievance to the Dean or the Associate Dean of the School of Humanities, Behavioral Science and Education.
6. Any grievances related to sexual harassment will be handled according to the Saint Francis University Policy Against Sexual Harassment for students, faculty, staff, and other persons in the University community. This information is available in 2008-2009 Student handbook, p. 53-57.

Sexual Harassment Policy - Information discussing sexual harassment is located in the No Harassment Policy of the University.

No Harassment Policy Effective: January 1, 2007

As an expression of its Catholic and Franciscan values, Saint Francis University is committed to maintaining a learning, living, and working environment free from harassment based on sex, age, race, color, ethnicity, religion, sexual orientation, disability, veteran status, or any protected classification. Such harassment in any manner or form by anyone in the University community is expressly prohibited. This includes harassment of or by individuals not directly affiliated with the University, e.g., contractors, vendors, visitors. This policy also applies to harassment off-site or after normal business hours in University related settings. These include, but are not limited to, business trips, athletic events, conferences, and University related social events.

The University is responsible for creating an atmosphere of dignity and respect, free from discrimination and harassment, sexual or otherwise. Furthermore, all faculty, staff, and students have a responsibility to maintain an environment free from such harassment and to promptly report incidents.

DEFINITIONS

A. **Harassment (General)** Harassment consists of verbal, physical or visual conduct relating to sex, age, race, color, ethnicity, religion, sexual orientation, disability, veteran status, or any protected classification which has the purpose or effect of interfering with academic or job performance, or otherwise creating an intimidating, hostile or offensive living, learning, or working environment. Examples include but are not limited to: (i) epithets and slurs, as well as threatening, intimidating, or hostile acts that relate to sex, age, race, color, ethnicity, religion, sexual orientation, disability, veteran status, or any protected classification (ii) written or graphic material that reflects hostility or aversion toward an individual or group because of sex, age, race, color, ethnicity, religion, sexual orientation, disability, veteran status, or any protected classification.

B. **Sexual Harassment** Sexual harassment is defined as unwelcome touching, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- 1) submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
- 2) submission to or rejection of such conduct is used as the basis for employment decisions or performance review; academic decisions, academic assessment; and/or
- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or otherwise creating an intimidating, hostile or offensive living, learning or working environment.

Examples of sexual harassment include, but are not limited to: vulgar language; direct propositions of a sexual nature; sexual favors in return for rewards, or threats if these favors are not provided; leering or staring; subtle innuendo or pressure for sexual activity; sexually explicit jokes, anecdotes, statements or questions; pet names; gossip regarding one's sex life, body, sexual activities, or prowess; remarks about a person's anatomy or physical characteristics; inquiries or questions regarding one's sexuality or sexual

activities; open displays of sexually explicit or suggestive pictures, posters, calendars, or cartoons; offensive e-mail, voice mail, or other electronic communications; unwanted letters or poems; unnecessary or unwelcome physical touching, petting, and hugging (“touching” may include rubbing or massaging someone’s neck or shoulders, stroking someone’s hair, or brushing against someone else’s body); repeated requests for dates after being refused by the person; jokes or comments regarding another’s perceived sexual orientation.

C. Unacceptable Relationships Romantic or sexual relationships between faculty and students, coaches and students, staff and students, and between supervisors and subordinates where one party supervises, advises, or evaluates the other are problematic even when both parties have apparently given voluntary consent. For purposes of this policy, unacceptable relationships include, but are not limited to: romantic or sexual relationship between a student and any faculty member; between a coach and any student; between staff and students, especially when one supervises, advises or evaluates the other; and between staff members when one supervises, evaluates, or advises another. Such relationships have the potential for adverse consequences and will not be tolerated. This policy is understood not to apply to married couples.

COMPLAINTS Any member of the Saint Francis University community who believes that he or she has been subject to harassment in violation to this policy or suspects the occurrence of harassment should report the matter at once so that the University may promptly deal with it.

Complaints by or about employees or visitors are to be made to the Director of Human Resources. (Complaints made to any other university employee which involve employees are to be immediately reported to the Director of Human Resources.)

Complaints of harassment involving students only, are to be made to the Vice-President for Student Development. (Complaints made to any University employee involving students only are to be immediately reported to the Vice-President for Student Development.) These complaints will be investigated in accordance with procedures established by Student Development.

Complaints of physical violence or sexual assault, however, should be reported directly to the University Police. These complaints will be investigated in accordance with procedures established by the University Police. Complaints of harassment by or about employees or visitors will be investigated using the following procedure:

Step I: Within one working day of receiving a complaint, the Director of Human Resources will schedule an interview with the complainant which is to take place no later than five working days after the initial contact. At the meeting the complainant will be asked to complete an Incident Allegation Form. If there is need of medical or psychological services by the complainant, referral to an appropriate agency will be made.

Step II: Within two working days of the interview with the complainant, the Director of Human Resources informs the accused that the allegation has been made.

Public Records And Student Educational Records

The following information is found in the Catalog, pg 52.

“The Family Educational Rights and Privacy Act of 1974 guarantees to students in

postsecondary schools certain rights relative to the academic records maintained by the institution on its students. For information on the policy related to academic records, contact the Registrar's Office."

Students have access to their evaluations, standing in the program, and other records which guide the advisement interview.

Waivers

1. The Social Work Program does not grant academic credit, course waivers, or field practicum credit for life experience or previous work experience.
2. Social Work practicum course may not be waived. In the cases of hardship caused by scheduling difficulties, students may appeal one required liberal arts foundation course for waiver.

CRITERIA FOR COUNELING STUDENTS OUT OF THE PROGRAM

Under certain circumstances, it may become necessary to reassess a student's motivation and/or suitability for a career in Social Work. The criteria for this decision may be any or all of the following:

1. **Personal Problems.** Students may have personal problems which consistently and significantly deter them from functioning effectively in the field of Social Work.
2. **Inadequate Academic Performance:** Students who consistently perform at below average levels in their course of study may be counseled out of the program. Students should maintain at least a 2.0 grade point average during their enrollment in the Social Work Program.
3. **Failure in Field Instruction:** Students who fail field instruction during any one semester cannot remain in the program. Additionally, students not following the Dictates of the Field manual of the social work program may also be subject to having ongoing membership in the Social Work Program challenged. (see Social Work Field Manual.)
4. **Inappropriate adaption to the Process of Education for the Social Work Profession.** Students may evidence, through behavior and attitudes expressed in oral or written classroom assignments and/or field instruction, that they have little or no interest or commitment to the profession of social work. A basic requirement for the B.S.W. degree is an interest in the commitment to social work values and ethics. As students advance in the social work curriculum, they should begin to identify with the goals of the social work profession and to develop a commitment to them. In the process of education for social work, it is anticipated that students will express a variety of opinions and ideas, and this diversity is valued. However, students are expected to be receptive to new ideas and to be willing to learn about a variety of approaches to problems from the social work perspective.

5. If the decision made by the faculty is unacceptable to the student, the case may be referred to a committee composed of social work faculty and student representatives of the Social Work Club. The decision made after the case is heard will be final.

STUDENT ADVISEMENT

Students declaring a social work pre-major are enrolled in first year courses by their freshman advisor. Saint Francis University has a special freshman advisement program in which students are assigned to advisors outside their major. (See SFU Catalog) All students declaring a social work pre-major meet with the program advisor on the final day of freshman orientation. The program expectations and opportunities are discussed with the student at that time.

Students are assigned a social work advisor in the beginning of the sophomore year. The advisor helps enroll students in all courses, provides help and support, gives feedback about academic matters, and answers questions about the university, the social work department, employment opportunities, field placement opportunities, research opportunities and graduate education. If you have a question or concern, your advisor will help you explore the circumstances and some options to resolve the situation.

The Social Work Program Director assigns all advisees to full time faculty as the students enter the program. The advisees are usually placed alternately between the director and the other faculty. When there are concerns regarding a student's late academic placement in the program (e.g. starting the program as a junior) the program director usually takes the student to assist in helping the student meet course requirements more expediently.

The social work curriculum is highly structured and many courses build on their pre-requisite courses. Because of this, students are encouraged to meet with their social work advisor early in their program and again at least once per year to insure that they are following the curriculum in the sequential order in which it was designed. Furthermore, social work students taking Social Work Processes II and Senior Field Instruction and Senior Seminar must have all prerequisite social work courses through the 300 level completed prior to entry. Failure to do so could result in postponement of graduation for an entire academic year. Because of this, the student is encouraged to have early and regular academic advising.

Professional social work advising is available through any of the social work faculty. Students having questions about the profession of social work, careers available with an undergraduate social work degree, graduate school, etc. may schedule an appointment with any faculty member with whom they feel comfortable.

Academic advising, for the purpose of class scheduling and planning, should be done only through the student's assigned academic advisor. At this time, all other students are advised by an assigned faculty member. Advising assignments are kept by the faculty and secretary and are posted on the bulletin board between Scotus 218 and 220.

OBJECTIVES OF THE ADVISEMENT PROCESS

The Objectives are:

1. To acquaint students with the program.
2. To assist students in the choice of academic courses relevant to the needs of the program and matched to the student's personal needs.
3. To assist students in developing self-knowledge and self-evaluation in relation to their potential and motivation for the field of social work.
4. To discuss problem areas periodically and evaluate the student's progress in the total educational experience, standing in the program.
5. To assist students in becoming familiar with professionals in the field and the career opportunities available in their areas of interest.
6. To assist students with the field experience settings available to the program and the possible learning experiences that students can expect to find in each setting.
7. To assist students who either decide to leave the program or who may be encouraged to leave the program through the advising process to make the necessary adjustments into their newly chosen areas of study.

SENIOR ADVISEMENT

The Objectives are:

1. To acquaint students with opportunities for graduate study.
2. To provide resources for career exploration, e.g., "Everything You Wanted to Know about Employment but Were Afraid to Ask."
3. To acquaint students with the recommendation process.
4. Social work students meet with the staff from the SFU Career Services Office during the Fall semester of the senior year.

STUDENT RECORDS

Students have access to their evaluations, standing in the program, and other records which guide the advisement interview.

Waivers

1. The Social Work Program does not grant academic credit, course waivers, or field practicum credit for life experience or previous work experience.
2. Social Work practicum course may not be waived. In the cases of hardship caused by scheduling difficulties, students may appeal one required liberal arts foundation course for waiver.

SELECTION OF A MINOR

Majors may select a minor in another discipline beginning in the junior year. Consult department chairs for requirements.

ACADEMIC CLASSIFICATION

A student's academic classification is determined by the number of credits earned. Pre-registration and registration time slots are determined by social security number and classification so students are advised to monitor the number of credit hours they have amassed.

Academic Classification	Credit Hours
Freshman	00-32
Sophomore	33-64
Junior	65-96
Senior	97-Over

Class Attendance

Each student is expected to attend all class sessions and to complete all work assigned in each class for which he/she is registered. Advance arrangements for unavoidable absence or late work should be made with the instructor. As in employment setting, when illness or other unforeseeable problems occur, a phone call to the instructor is expected.

PART III

FIELD INSTRUCTION

In keeping with our educational objective of preparing students for employment as professional social workers at the beginning practice level, the field instruction settings are chosen on the basis of which they support the curriculum and provide the learning experiences which help the student acquire the Ten Basic Competencies. The field experience should be consistent with the ideals and the mission of Saint Francis University in its goal of service to others.

OVERALL EDUCATIONAL OBJECTIVES

In a setting of this nature, provision will be made for students to learn the following:

1. ***Assessment and Interventive Skills.*** In the broadest sense, the acquisition of assessment and interventive skills have high priority in field placement. How to gain and use information in order to give help, how to use oneself appropriately in a professional role, how to interact effectively with others in a helping relationship and evaluate one's effectiveness-these are the questions to which field instructors and students address themselves.
2. ***Tasks Performed by Social Workers.*** Although students will not perform all the tasks regularly carried by workers in a given setting, the social work major will be encouraged to observe and question the field instructors about the range of functions performed. As the field

placement progresses, students will also assume tasks of graduated complexity. In the early stages of placement students can accompany workers on home visits and to inter-agency conferences; they can visit other agencies to obtain information needed in providing services to clients. Films, role-playing situations, one-way screens, recorded interviews, and the like are frequently used to facilitate classroom learning, but they should not be substituted for actual participation in the work of the agency.

3. ***Social Work Values.*** For most students, field experience provides the first actual exposure to the social work values studied in texts and discussed in class. Both consistencies and inconsistencies between agency practice and states values will be apparent.

*content is based in part on objectives taken from Undergraduate Social Work Education for Practice: A Report, Vol. 1, prepared under a grant from the Education Service, Department of Medicine and Surgery, Veterans Administration, Washington, D.C., "Field Experience for the Undergraduate Social Welfare Student," by Margaret B. Maston.

Puzzled students will seek to discover the relationship between the profession's code of ethics and workers' behavior. The social work major will become aware of the conflict between social work values and community values. Both agency and University field instructors will need to help thoughtful students to sort out personal reactions to a variety of contradictory and challenging messages received in the field instruction setting.

Preliminary socialization into the profession occurs as students "try-on" the role of social worker, not only in terms of skills and task-oriented learning, but in analysis of social work values. Readiness for a beginning position is enhanced by the opportunity to test, in a preliminary fashion, one's own acceptance of the social work world – both the reality and the ideal.

4. ***Self Knowledge.*** Closely related is the increase in self-awareness as students are confronted with situations that challenge their own attitudes and values. How do they really feel about poor people, unwed mothers welfare rights organizations. Black Power? How effective are they in relating to people with life experiences quite different from their own? Can they operate within the limits set by agency policy, budget, and procedures and by the political, economic, and social factors of the community as they impinge on the agency's program? What would increase their effectiveness as change agents? What knowledge and skills do they lack? Are they willing to work sufficiently hard to acquire them?

At the present time, Saint Francis University students enter agencies with some exposure to their programs, policies, and problems with a clear understanding of social work values. The placement enables students to learn for themselves whether they have the talent for, interest in, and commitment to the profession of social work.

The student in a program that prepares for social work practice has acquired through field instruction a beginning understanding of the demands imposed by the profession. One consequence is more soundly based career choices, with consequent increased personal satisfaction. The "bridge" ensures not only better education, but better practice.

5. **Substantive Knowledge.** A body of substantive knowledge is an essential component of field experience. This knowledge is obviously not uniform. For example, a field experience in a residential setting for the elderly would yield an understanding of social isolation, the significance of changes in social roles over a period of time, and Old Age, Survivors' and Disability Insurance and Old Age Assistance programs. Placement in a child welfare agency would undoubtedly increase the student's knowledge of such disparate areas as the socialization process, legal definitions of neglect and abuse, types of institutions available for children with special needs, and the theories of child development.

The lack of uniformity should not be exaggerated, however, for similarities in the body of substantive knowledge can easily be identified. Social legislation, utilization of the network of community services, agency interrelationships, bureaucratic structure and functioning, and individual reactions to stress are among the many threads of commonality that are likely to emerge for seminar discussions in groups of students placed in widely divergent settings. Students frequently say, "The textbooks come alive," as they build on knowledge previously acquired in courses in social problems, delinquency, abnormal psychology, and social welfare. Acquisition of this substantive knowledge in the field setting has the latent consequence of "justifying" the classroom experience. The field experience tends to emphasize the relevance of study that has previously been undertaken largely for the sake of passing examinations.

THE DESIGN OF FIELD INSTRUCTION

The unifying principles of the Saint Francis University Social Work Program's curriculum are systems/problem-solving/social justice perspectives. Field Instructors are asked to keep these common principles in mind when undertaking the education of students in placement.

The field experience is an integral component of our primary educational objective of preparing students for beginning professional social work practice. Consequently, provision has been made in our program to develop a continuum of field experience to promote a sequential development of skills. The components of field experience are offered at three levels:

1. **Sophomore Level:** Observation and volunteer service
2. **Junior Level:** Part-time placement in an agency where the student functions as a helping person, taken concurrently with Social Work Processes 315 and 316.
3. **Senior Level:** Block Field Instruction Placement in the first semester of the senior year.

The design of field instruction is intended to accomplish the following:

1. Promote the integration of theory and practice throughout the total curriculum.
2. Encourage school, student, and agency inter-communication throughout the total curriculum.
3. Participation of students at various practice levels within an agency.

4. Provide performance evaluation materials at various and discrete levels of practice.
5. Provide various options for agency participation in field instruction.
6. Foster opportunities for social work experience in emerging areas of practice.

SOPHOMORE FIELD INSTRUCTION

During the Freshman/ Sophomore level of the social work program, the student is required to take Intro to Social Welfare, which introduces the student to the importance of field placement and agency settings. During this year the student interviews two social workers currently in the field setting. This project introduces the student to professional social work practice. The student is also required as part of the general education requirements to participate volunteer service learning (10 hours). This is also applicable to the practice of professional social work

JUNIOR YEAR FIELD INSTRUCTION

In the junior year, students are given the opportunity to be involved in field work in both semesters. The Social Work 315 course meets for six hours weekly for their regular scheduled classes. Concurrently, they are assigned involvement in one of two field work experiences. The first is a 24 hour volunteer placement in an area agency. The students work with professionals from the agency to develop beginning level interaction skills and to develop skills that assist them to being knowledgeable about the agency and its relationship to social work.

The second field experiment involves a community project that the students organize and participate in as advocates, networkers, counselors, educators, presenters, helpers, distributors and any other variety of social work roles. The students are responsible for the formation and delivery of the community project. Students take on roles of responsibility for the project.

The students are permitted to choose which of these types of field experiences they would like to be involved in. They are expected to work at least 24 hours in each. The students are expected to keep a record and journal of their experiences in their chosen field situation.

Among the objectives delineated for this experience are:

1. Learning active engagement in a defined, helping role;
2. Learning the limitations inherent in one's role;
3. Seeing the relationship between the role taken and the effective delivery of services to the client system targeted.
4. Learning to work with other professional

5. Developing an awareness of community needs and resources
6. Discussing and overcoming barriers to the delivery of service
7. Working with individual, group and family, community and organization systems using social work skills and knowledge

Some of the activities that the students could participate in at this level might include, but are by no means limited to, the following:

- Interview client population, securing social history and background information (as pertinent), presenting situation information, and other data.
- Observe client population to note any obvious discrepancies in self-reported information such as physical well-being, behaviors, group interactions, etc.
- Clarify values of client population, identifying areas of similarity and difference between client, worker, and agency.
- Utilize prior studies and survey relevant literature and/or other sources from data relevant to an understanding of the situation about which assessment is needed and summarize and analyze pertinent data.
- Collect data and identify population groups within the community most at risk.
- Hold memberships in and participate activities of professional associations.
- Attend and participate in activities of professional association.
- Attend and participate in training sessions, workshops, institutes, and seminars.
- Identify and consult with colleagues to gain additional knowledge and insight related to specific situations.
- Assist client population with examination of action alternatives and the consideration of possible consequences of actions taken.
- Assist client population to identify the resource networks available and to make contact and linkage with them.
- Record case-service activities according to established procedures.
- Draft regular and special memos, letters, oral presentations, minutes and/or reports when needed for agency reporting and decision making, and compile information as needed, using established procedures.
- Attend and participate in staff meetings, discussing and articulation issues and concerns, clarifying points, and exchanging information as appropriate.
- Assist client population with overcoming obstacles that may discourage or prevent securing and/or utilizing needed resources.

Students will keep a log based on their experiences in the field. Each week they will submit a copy of the log to the instructor of the Social Work Processes. The instructor will meet with the field instructors regularly and each field instructor will submit a final evaluation of the student's performance. It is anticipated that field instructors will share their evaluations with the students.

Social Work 316, Social Work Processes II is a continuation of Social Work 315 which addresses itself to the further development of practice skills and interventive strategies.

Students meet two hours weekly with their University instructor for regularly scheduled classes. Concurrently, they are assigned to a social welfare agency or institution in the area where they work one day each week for the entire semester.

The objective of the field experience program is to offer students experiential learning.

* Material taken from Educating the Baccalaureate Social Worker: Report of the Undergraduate Social Work Curriculum Development Project by Betty L. Baer and Ronald Federico, Ballinger Publishing Co., 1978.

OBJECTIVES FROM 316 SYLLABUS

Students will keep a log based on their experiences in the field, a copy of which they will submit weekly to the instructor of the Social Work Processes course. The Social Work Processes instructor will meet with the field instructors regularly. Field instructors will submit final evaluations of their students; performance. It is anticipated that field instructors will share their evaluations with the students.*

SENIOR YEAR FIELD INSTRUCTION

The junior year field experiences serve as link to the students' block field placement, Social Work 425, in the first semester of the senior year. The overall educational objectives for this placement have been explicated in the introductory section of Part III, Field Instruction. Students are in agencies four days a week, Tuesdays through Fridays. In addition, students are required to involve themselves in a concurrent two hour seminar held each Monday of that semester with one of the social work faculty and to meet regularly with their senior advisor for individual assessment.

THE UNIVERSITY ROLE

The Coordinator of the senior field instruction program will plan to pay at least two visits to each agency during the field instruction period at a time agreed upon with the agency instructor. The coordinator will make available to the agency any material concerning the students, ** the field instruction program, and the social work major which would be beneficial to the agency in planning for the student.

The University also provides for both an orientation and an evaluation of our program. Formal and informal contacts with field placement administrators and/or, supervisory personnel occur during the semester of field placement. These meetings are undertaken to help improve the program, as well as to provide for the best possible student experience. The faculty-agency meetings serve to provide feedback on classroom experiences on campus and generally enhance for communication process between the two groups.

In addition, the University also plans regular meetings, bringing together agency personnel, faculty members, and students who are in their field instruction placements to share experiences, impressions, and recommendations toward the goal of facilitating program understanding and improvement for the following years.***

Agency supervision is expected to be on an intensive basis.

THE STUDENT ROLE

Students come to the field instruction placements with various levels of skills and ability and different learning styles, and should be considered within this framework.

It is the University's premise that students have major responsibility for their own learning. The University and agency serve jointly to enable students to have as stimulating and meaningful an experience as they are able to utilize. Specific functions and responsibilities of the students include:

1. Making and keeping initial appointment with the field agency.
2. Using information gained in professional relationships and from agency records in a responsible and professional manner, (this includes clearing with the field instructor before using agency material in the classroom or seminars)
3. Preparing for conferences
4. Integrating theoretical knowledge with practice skills
5. Keeping all commitments to agency with promptness, cooperation, reliability, and responsibility
6. Attending seminars regularly
7. Keeping track of hours spent in conjunction with field experience and the keeping of a daily log; and
8. Fulfilling assigned tasks
9. Conducting themselves in an appropriate and responsible manner, consistent with the NASW Code of Ethics.
10. Creating with the field instructor and agency a learning agreement according to program specifications. These signed agreements are sent to the field coordinator.
11. Notifying the agency field instructor prior to absences. Extended absences and make-up plans must be reported to the field liaison.

THE AGENCY ROLE

The Agency's responsibilities include the following:

1. Integration of field instruction into agency program
2. As much as possible, providing space and equipment for student use;
3. As much as possible, securing mileage for the student who is traveling on agency business just as for an employee
4. Monitoring placements and consulting with field instructors, agency personnel and students.
5. Discussing with student and field instructor the student's level of performance in meeting education objectives during midterms and finals.
6. Making telephone contact or a site visit to the field agency, as appropriate, at the beginning of each new placement. Two visits should be planned during the semester for the midterm and final evaluations. It is considered appropriate to employ telephone contacts to monitor progress in between visits unless problems have developed. Contacts may be initiated by the field coordinator, the agency administration, the field instructor, or the student.
7. Serving as seminar instructor
8. Maintaining responsibility for all record keeping on each student assigned, e.g. Learning Agreement, Log/Journal, correspondence, evaluations, field time log.
9. Mediating any issues that may arise between, or among, the student, agency, instructor, and/or the school.
10. Developing/evaluating new field instruction sites with the approval of the Director of Social Work.
11. Leading education/training for all field instructors.
12. Developing, with the Program Director, all field policies and procedures.
13. Monitoring all field policies and procedures.

GRADING

Grading is the final responsibility of the University. Agency instructors are responsible for evaluation of performance along the lines suggested by the University.** Although the agency instructor's evaluation will be an important component of the final grade, the responsibility for such determination rests ultimately with the faculty instructor. The University

expects agency instructors to share their performance evaluations with students but to make clear to students that this is not the total basis for their academic grades.

- * See Appendix for a copy of suggested “Evaluation Form for Agency Instructors for Social Work Field Instruction 425”
- ** See Appendix for Evaluation Forms.

Evaluation of the mastery of the subject matter component and the integration of class and field learning is the responsibility of the faculty member. Assessment occurs systematically throughout the semester by means of individual conferences, written reports, and other measures of outcome accomplishment.

Criteria for the Selection of Field Instruction Settings:

The University recognizes that there are various types of settings that have potential of offering students a valid field instruction program. The University selects those settings that have demonstrated a commitment to the need of and for professional education for professional practice; which requires student adherence to the values of the profession; which accept the objectives of field instruction, and which can cooperate effectively with the University to provide specific experience as required for individual students.

The University selects field instruction settings on the basis that they support the curriculum of the University and provide students with practice learning experiences that integrate the various knowledge and skill components presented in the curriculum; that deepen students' understanding of what they have learned, that help them develop new skills and try out social work roles on the level required for beginning professional practice.

The University selects field instruction settings which provide field instructors and experiences within the scope and range of the students, and in accordance with the stated objectives.

Criteria for the Selection of Field Instructors:

Field instructors are chosen on the basis of their practice competence, their skill in teaching and supervision, and their positive approach to social work education. They are chosen on the basis of their ability to be imaginative, creative, and they must be able to relate students' field experiences to their academic learning. Field instructors are chosen on the basis of their membership in N.A.S.W. and, preferably, in the Academy of Certified Social Workers. In those instances where the field instructor is not a social worker, a faculty member assumes the responsibility for providing the social work focus.

Suggestions Regarding Types of Agency Experience in the Block Placement:

Saint Francis University recognizes that agencies differ from one another and that situations within agencies change, just as students differ and change. Furthermore, we recognize that the development of a stimulating program by the individual field instructor is the essence of good

education. Nevertheless, we believe that there are certain types of experiences that should form the foundation of any student's field instruction experience. The following should be developed by the field instructors in their own settings and in the most meaningful way possible to students.

1. Orientation to the agency: The students will be strangers in the agency and will need some orientation to it. Some advance preparation is helpful, such as prepared desk space, personnel forms, agency literature. The first day should be structured. There should be introductions to the staff and director. Some familiarity with office procedures should be provided. Orientation should be a learning experience in how to become acquainted with all new agencies.
2. Development of the idea of the professional self: The students need to know how they are to be designed at the agency and how they are related to the work of the agency. They need to have a recognized place there and to understand the role of the others in the agency. This is the first step toward the development of a professional self.

Next is the development of a professional relationship with the supervisor. They need to understand the nature of their relationship, the purpose and place of supervision, the time scheduled for their conferences, and their responsibility in making the supervisory experience as meaningful as possible. Confidentiality was learned in the classroom. It should be internalized in field instruction through working with individuals, groups, and the community. Self-awareness and the conscious use of self should be a significant part of the developing professionalization of the students.

3. Experience in interviewing: Students who have taken the Social Work Processes courses have had some study of and experience in interviewing. The field instructor should add to this base by assisting students to plan, conduct, and evaluate their interviews. Field instruction is an educational program and not an apprenticeship, so that specific instruction in this area is essential. Students also need experience in working with groups.
4. Experience in developing relationships: The development of relationships is a fundamental part of generic social work and experiences should be planned to enhance this ability of the students. As the semester progresses, this experience should extend to experiences that develop professional relationships. Students should be helped to see what such a relationship entails, and that there is a need to demonstrate the beginning professional use of self..
5. Experience with groups: Students must have some awareness of the importance of groups and develop some skills in relating to them. The students need to understand the principles of group dynamics and be able to apply these principles in practice.
6. Experience with families and households: Students need an awareness of lifestyles which differ from the traditional family. Students need to understand the dynamics of family interaction.
7. Experience in community activities: Students need to understand the relationship of the agency to the total community. Identification of community social problems and other agencies working in the same field is a first step in accomplishing this objective.

- Attendance at community meetings and participation in planning community change is desired wherever possible.
8. Experience with organizations: Students need to identify professional and fraternal organizations in the community which add to the resource network for human services.
 9. Experience in obtaining information, analyzing situations, and working toward change: The students involved in field experience will have taken a variety of courses in the Social Work Program, including Social Welfare and Social Work Processes Courses. The field experience should provide them with the opportunity to apply the generic concepts of social work. Reading cases and observing others is an excellent beginning, but the students will need to be involved in actual work with the clients. They need to experience getting facts, analyzing situations, and planning change. It is essential that all students have experience in assessing and working through problems with individuals, groups, and the community.
 10. Analysis of practice dilemmas relevant to agency and personnel.
 11. Summaries, correspondence, and recordings: Every student should have experience in recording social work data, summarizing material, and writing letters.
 12. Evaluation: Students should learn that evaluation and feedback are important in the field of social work. Self-evaluation is an important part of this evaluation process and should be a continuous process. The final evaluation of the student should be a recapitulation of previous developments.
 13. Outcome Evaluations: Students need to learn how to assess the results of their efforts on behalf of clients.

STUDENT EVALUATIONS

Performance and progress in the agency are of great importance and concern to students as they test their potential for practicing social work in this extended exposure to an agency and to the performance of social workers. The focus is not upon the students per se, but is upon their functioning as learners and beginning practitioners of the general helping process and of those areas specific to the agency as they carry out their assigned roles. Evaluation may be regarded as an unstructured and continuous process through all conferences, except at the times of the interim evaluation report (mid-semester), and the final evaluation of student performances (end of the semester). The final document provided to Saint Francis University should reflect each student's participation in the process and acceptance of the document by his or her signature. A copy may be made available to the student for personal use. The written Interim Progress Report can be quite informal and is mainly seen as a tool for the students to gauge themselves and their progress at an early time in their experience.

PART IV

SOCIAL WORK COURSES, ORGANIZATIONS AND FACULTY

COURSE DESCRIPTIONS

In addition to the University requirements for a degree at Saint Francis University, the Social Work Major must take:

1. Social Work 203: Introduction to Social Welfare (same as Sociology 203)
Designed to acquaint students with the field of Social Welfare and Institutional approach to social work. Includes a brief historical introduction to social services, social work values, an analysis of social welfare as a social system related to other systems, and an overview of settings in which social work is practiced.
2. Social Work 314: Social Welfare Policies Programs Issues An analytical approach to social welfare policies and issues, evaluated in the context of changing social systems and of social work's concern with the development of human potential. Conceptions of social welfare, the historical development of social welfare; economic, socio-legal-political changes as they relate to policy formation; and the tasks, resources, and role of the social work professional. Prerequisite: Social Work 203.
3. Social Work 315: Social Work Processes I Introduces the knowledge values and skills of generalist social work practice with emphasis on practice with individuals, families and groups. Students attend classes two days weekly and participate as a volunteer in a social service agency of which they take some part in the helping process. Prerequisite Social Work 203, 314; Sociology 310.
4. Social Work 316: Social Work Processes II Serves as a continuation of the exploration into methods of intervention applicable for social work practice with organizations, and communities. This course addresses itself to further development of practice skills with particular emphasis on developing an electric approach, role of the social worker, analysis of situation assessment, plan development, implementation and evaluation within a systems frame of reference. Students attend classes one day weekly and work in an agency for a full day weekly. This dual theory-practice approach serves as a link to the block field placement in the senior year. Prerequisite: Social Work 315.
5. Social Work 425: Social Work Field Instruction Supervised experience in the application of social work interventive methods in a social agency or community development program, integrated with a two-hour weekly seminar on campus. The purpose of the course is to engage the student in tasks and responsibilities of social work and social welfare, in preparation for work in a human service area normally associated with social work, following completion of formal 6.

6. Social Work 426: Senior Seminar Synthesizes classroom and field experiences directed toward neighborhood groups. Emphasis is placed on leadership training or task groups and analysis of group processes. Students learn the role of the community worker in non-traditional agency settings. Prerequisite: Social Work 425.
7. Statistics 101 Methods used in the collection, presentation, analysis, and interpretation of data, including experimental design, sampling theory, estimation theory, hypothesis test in, regression, correlation, analysis of variance. Some emphasis on non-parametric techniques.
8. Sociology 302: Social Research Guided development of individual or team research projects, supplemented by class discussion of problem selection and formulation, research design, the analysis of data, and research reporting. Prerequisite: Statistics 101 and Computer Science.
9. Social Work 310: Human Behavior in the Social Environment (same as Sociology 310) Systems approach is used to study the interaction of the individual and his or her environment in relation to families, groups, and larger social systems. Emphasis is placed on the interrelationship between the biological and cultural characteristics of diverse groups and their life change and life styles. This framework is basic to social work practice which utilizes existing human and social resources in helping individuals and groups. Prerequisite: Sociology 101 or 102 or Social Work 203.
10. Computer Science 101: An introduction to Computers Programming in BASIC, including input and output, branching, loops, and subroutines. History of computers. Computer applications. Impact of computers on society. No prior exposure to computers assumed.
11. Psychology 209 and 210: Content deals with the development processes of childhood, adolescence, adulthood and old age. To be taken prior to advanced courses in the social work major. Prerequisite 101
12. Social Work 402: Minorities in American Society: An examination of the meaning of minority status in the United States with emphasis on majority-minority relationships. Minority group studies include those based on race, culture, sex, religion, geography, and economic status. Principal theories of minority adjustment, the nature of prejudice and discrimination and their institutionalization in American society; dynamics of inter-group relationship. Social work students gain an understanding of diverse cultures essential to social work practice. Prerequisite: Social Work 203 or Sociology 101 or 102.
13. Sociology 201: The Family: Sociology analysis of contemporary American family life mate selection, and courtship. Family life cycle, society's supports, and family problems are studied.

OPTIONAL COURSES

1. Social Work 202: Introduction to Women's Studies (Same as Sociology 202) An introductory overview of pertinent information regarding the historical, cultural, institutional, sociological sources circumscribing the role women play in today's society. The course is designed to clarify and dispute myths and misunderstanding about women and to increase awareness of the contributions of women in our society. Open to men and women.
2. Social Work 320: Alcohol Abuse and Alcoholism (Same as Sociology 320) An introduction to substance abuse to include societal attitudes toward usage, supportive legislation, consumption levels, models of alcoholism, the psycho-social and medical aspects of addiction. The course of comprehensive care, the problems of special populations, prevention and current research findings.
3. Social Work 501: Independent Study Students write a proposal for a project assigned 1 - 8 credits to be approved by the Independent Study Committee. Students are advised to plan sufficient time in planning project prior to implementation.
4. Social Work 205: Introduction to Gerontology An introduction to the systematic exploration of the aging process, and the aged within the context of contemporary American society.
5. Social Work 450: Special Topics in Social Work. Discuss important issue and improve knowledge base of social work.

STUDENT PARTICIPATION IN THE SOCIAL WORK PROGRAM

Student representatives participate in the Social Work Club to help welcome incoming students, planning workshops, and other enrichment activities.

All social work students are invited and encouraged to attend and to participate in the monthly meetings of the Department of Behavioral Science.

All social work students enrolled in Social Work 315, Social Work 316, and Social Work 425 are participatory in regularly scheduled meetings held with faculty, administration, and field instructors to evaluate and assess the effectiveness of the field instruction program and its integration with academic course content.

All social work students are invited and encouraged to join the Saint Francis University Social Work Club. The Social Work Club is one of the most active and visible organizations on campus.

All social work students are invited and encouraged to apply for student membership in the N.A.S.W., which is the professional body that serves practicing social work professionals. The Saint Francis University social work faculty encourages students to attend meetings of the West Central Pennsylvania Division of N.A.S.W., whether or not the students have applied for membership, and also to accept positions of responsibility on the regional N.A.S.W. Board.

Juniors and seniors who achieve an overall grade point average of 3.0 or higher are eligible for membership in the Social Work Honor Society.

When indicated, representatives of the students in the Social Work Program meet with social work faculty to discuss accreditation concerns.

STUDENT INPUT

The social work program recognizes social work students as adult learners who have valuable feedback to offer the faculty for the growth of the social work program. This feedback includes planning, contracting, implementing, and evaluating of the program. With this in mind, it is most important to have student input in at least four critical areas: faculty evaluation, Student advisory board (Social work club function), faculty hiring, and student field practicum evaluation.

FACULTY EVALUATION

All students enrolled at Saint Francis University have an opportunity to evaluate faculty on a standardized faculty evaluation (IDEA survey) form each semester. The final evaluations are completed in each class and are kept confidential with the results being computer-generated. These evaluations are returned to the faculty to utilize in strengthening content, teaching, and learning methods to facilitate learning more effectively. Social Work faculty also use the senior exit interview and survey to provide information as to the effectiveness of faculty.

Social Work Student Advisory

Because of small numbers of students, the Social Work Club takes on the responsibility as an acting advisory board as well as the clubs other activities. Concerns of the students as a group are discussed in the Social Work Club meetings, and then discussed with the social work faculty.

Hiring of social work faculty

As additional social work faculty positions become available, students will be asked to provide input. Students have opportunities, both formally and informally, to meet prospective candidates. Students' comments are reviewed and considered by the search committee.

Student Field practicum evaluations

Each senior field instruction student is responsible for evaluating the practicum setting with the field instruction coordinator. Concerns, limitations and opportunities of the placement are discussed and presented to the field agency and to students that may possibly choose the placement in the future.

PART V

COMPREHENSIVE EXAMINATION

Part I consists of a written essay test covering the integrated content of the required curriculum in social work. Part II concerns the assessment of individual student-client interviews. Assessors comprising outstanding social workers currently employed in local agencies evaluate student competence in managing the interview.

SOCIAL WORK PROGRAM FACULTY

Dr. Mark T. Lynch, Director of Social Work,

Ph.D., University of Pittsburgh ,

MSW, University of West Virginia

Member, Academy of Certified Social Workers, Diplomat in Clinical Social Work

Practice, Council of Social Work Education, American Association of Baccalaureate

Social Work Program Directors, National Association of Social Workers

PsychoTherapist/Consultant Employment

Co-Director of Rural Center for Applied Social, Health, and Behavioral Research

Program Manager , Independent Monitoring For Quality (IM4Q)

Licensed Social Worker, State of Pennsylvania

Conemaugh Counseling Associates, Conemaugh, PA

Team Leader & Psychiatric Social Worker

Osborne Center, Conemaugh Valley Memorial Hospital

Ms. Suzanne Black, MSSA, LSW

MSSA, Case Western University

BSW, Saint Francis University

Licensed Social Worker – State of Pennsylvania

Member, CSWE, Council on Social Work Education

BPD, Baccalaureate Program Directors, NASW, National Association of Social Workers

Facilitate the Lilian Kennedy Annual Golf Tournament, to benefit the Families of Spinal Muscular Atrophy 2005-current,

Wellness Committee: DeSepio Center for Rural Health and Wellness: 2007-present

Diabetes Prevention Committee: Planning presentation for April 2009: 2008-present

Faculty Development Committee: Fall 2008

Bob Hahn Support Award: 2007

Member, Advisory Board of the Independent Monitoring For Quality (IM4Q)

**BACHELOR OF SCIENCE: SOCIAL WORK
CHECKLIST FOR STUDENTS**

CORE REQUIREMENTS	CREDITS	SOCIAL WORK REQUIREMENTS	CREDITS
English 103	3	Social Work 203 Intro to Social Welfare	3
English 104	3	Social Work 314	3
Fine Arts 101	1	Social Work 315 Processes I	6
Fine Arts Elective	3	Social Work 316 Processes II	5
History 103 (Recommended)	3	Social Work 425 Field Instruction	16
History 104 (Recommended)	3	Social Work 426 Senior Seminar	3
Philosophy 205	3		
Philosophy Elective	3	RELATED MINOR	CREDITS
Religious Studies 205	3	Statistics 101	3
Rel. Studies 300 – 400 Level	3	Sociology 302 Research Methods	3
CORE 101 (colloquim)	1	Soc/Scwk 310 Human Behavior in the Social Environment	3
CORE 102 (colloquim)	2	Soc/Scwk 402 Cultural Diversity	3
Biology 105	3	Sociology 201 The Family	3
Language Elective	3	Psychology 209 Developmental Psyc	3
Computer Science	3	Psyc Elective or Social Work 450	3
Economics 101	3	ELECTIVES	CREDITS
Political Science 102	3		
Psychology 101	3		
Sociology 101	3		
Speech 103	3		
Writing Competency Exam			
Senior Capstone			15 total

RECOMMENDED ELECTIVES

SOCIAL WORK

- 320 - Alcohol Abuse and Alcoholism**
- 202 - Introduction to Women's Studies**
- 205 - Gerontology**
- 450 - Special Topics**

SOCIOLOGY

- 102 - American Society and Its Problems**
- 204 - Crime and Delinquency**
- 303 - Urban Environments**
- 401 - Theories of Society & Culture**

PSYCHOLOGY

- 201 - Quantitative Methods**
- 202 - Qualitative Methods**
- 205 - Psychopathology**
- 304 - Social Psychology**
- 314 - Biopsychology**
- 322 - Psychology of Women & Gender**
- 323 - Cultural Psychology**
- 406 - Clinical and Counseling Psychology**

BIOLOGY

- 203 - Ecology**
- 301 - Genetics**

PHILOSOPHY

- 307 - Environmental Ethics**
- 312 - Health Care Ethics**

Student Information Form

Name _____ Age _____ Marital Status _____

Address _____ Telephone Number _____

Home Address, if different from above _____

Grade Point Average Last Semester _____

Date of Expected Graduation _____

In what kind of agencies would you like to have your field placement?

Alternate choices would be _____

Will you have a car available to you to provide your own transportation to your agency? Yes _____ No _____

If “yes,” would you be able to provide transportation to other social work majors going to the same area?

Yes ___ No ___ Number of passengers, besides yourself, that you could transport in your car. _____

What are your career plans after graduation? _____

Outline briefly any social agency experience you have had, including camp counselorships and volunteer work:

Outline briefly any employment experience you have had, including summer and part-time jobs of any kind

What hobbies and activities interest you? _____

Please make any additional comments about your interest in social welfare, your abilities and aspirations, and your experience which may have relevance to your field placement.

CONDITIONAL ENROLLMENT/ RETENTION CONTRACT

The Saint Francis University Social Work Program expects all students to perform their roles in a manner consistent with the National Association of Social Workers Code of Ethics. The Code of Ethics outlines the role of social workers in regard to dealing with personal problems that could jeopardize clients well-being, effect skills, and/or impair judgment and knowledge. When a student experience substance abuse problems, personal problems, psychological or social problems that impair the student's ability to be emotionally and psychologically available during the educational experience, both student and faculty have an ethical responsibility to see that appropriate interventions are made to assist the student with these problems.

Students's Name

Date of Contact

Concern(s):

Recommendations for conditional enrollment/retention in the Social Work Program:

I understand that lack of compliance with these terms could lead to any of the following actions:

_____ Delay of continuation in the social work program until provisions are satisfied

_____ Dismissal from the social work program

I _____ agree/ _____ disagree with the above recommendations

Student's Signature

Faculty Signature

Program Director

Department Chair

