

***DEPARTMENT
OF SOCIAL WORK***

***Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022-2298***

***STUDENT
HANDBOOK***

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INTRODUCTION

Elizabethtown College, a Church of the Brethren Institution, was founded in 1899. The college is located in Lancaster County in Central Pennsylvania, and occupies 170 acres of a residential area of Elizabethtown. The town of Elizabethtown is located 20 miles from Harrisburg, 25 miles from York, and 30 miles from Lancaster. Through the general education program, all students receive a strong liberal arts foundation regardless of their choice of major. The college is accredited by the Middle States Commission on Higher Education. Elizabethtown College is a residential college where 85 percent of the students live in campus residence halls.

The social work program at Elizabethtown College was established in 1972 and received accreditation from the Council on Social Work Education in 1977. The program has been accredited continuously since 1977. We currently have 4 full-time professors. Elizabethtown College awards a Bachelor's of Social Work degree (BSW). The Department of Social Work has been a standalone department since 1990.

NON-DISCRIMINATION POLICY

Elizabethtown College and the Department of Social Work are committed to ensuring nondiscrimination and affirmative action. The College complies with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and all other applicable federal, state, and local statutes, ordinances, and regulations. The Department of Social Work at Elizabethtown College does not discriminate against students, prospective students, employees, or prospective employees on the basis of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

PROGRAM RATIONALE

Elizabethtown College is a liberal arts college with liberal arts and sciences, as well as professional studies. The learning environment at Elizabethtown is shaped by its mission, vision and values.

Mission: Elizabethtown College provides a transformative educational experience that cultivates personal strengths and develops a passion for lifelong learning and purposeful work.

Vision: Elizabethtown College prepares a new generation of innovative thinkers and ethical leaders for global citizenship.

Core Values: We affirm the values of peace, non-violence, human dignity and social justice and believe learning is most noble when used to benefit others.

Motto: Educate for service

The mission and core institutional values of Elizabethtown College create a supportive atmosphere and a uniquely advantageous niche for the Social Work Department. One of the

college's educational goals is for students to "navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior," consistent with the Social Work Department's focus on diversity and a global perspective. Also, the college motto "Educate for Service" clearly creates opportunities for our department and students to actively participate and lead a variety of campus and community service projects by being engaged with service-learning beginning in their first year.

In addition, the College's historic connection to the Church of the Brethren's commitment to the values of peace, non-violence, human dignity, and social justice provides an important foundation for our students. This foundation offers strong support for social work's emphasis on social and economic justice, populations at risk, advocacy, and social change.

Elizabethtown College Educational Philosophy and Goals

Elizabethtown College engages students in a dynamic, integrated learning process that blends the liberal arts and professional studies. Challenged to take responsibility for their education, students at Elizabethtown embark on a journey of self-transformation that involves intellectual, social, and personal growth. The College is committed to educating the whole person within a relationship-centered learning community where common goals are achieved through engagement in a rigorous academic curriculum and thoughtful co-curricular experiences. Students are encouraged to develop and challenge their own values, while seeking to understand and appreciate alternative perspectives. Embedded in an ever-changing global context, the College promotes the developmental, collaborative, and complex nature of learning.

In seeking to "educate for service," Elizabethtown College believes that students can perform no greater service than they do when sharing knowledge and creativity with others. Opportunities to strengthen scholarship and leadership extend beyond the classroom, and students learn actively through practical experiences and civic engagement.

The impact of an Elizabethtown College education is long-lasting and far-reaching because it is deeply transformative. Students acquire new habits of mind and heart—some in the course of the undergraduate experience, others as students grow beyond college.

Elizabethtown College challenges students to:

1. assume responsibility for their intellectual development, personal growth, and well-being. They will sharpen their curiosity and become aware of the capabilities, strategies, and resources needed to learn.
2. reason, analyze, and engage in critical thinking. They will learn to make, systematically evaluate, and, if necessary, refute arguments and claims—both their own and those of others.
3. demonstrate thoughtful and articulate communication by applying knowledge in a variety of contexts including writing, speaking, listening and interpretation.

4. understand the creative process and its role in human expression, and cultivate the ability to make informed aesthetic judgments.
5. navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior.
6. make reflective ethical decisions and act with integrity to seek just outcomes within relationships, communities, and society.
7. apply and integrate different strands of learning and comprehend interconnections in the process of gaining knowledge and experience.
8. identify and cultivate a sense of purpose that inspires a commitment to meaningful work in service to society.

Mission of the Social Work Program

Consistent with the Elizabethtown College mission and heritage, the Social Work Department has developed the following mission statement:

Building upon the Elizabethtown College motto, "Educate for Service," the Social Work Department uses relationship-centered learning to provide a strong generalist social work education based upon a liberal arts foundation integrated with extensive field experience, to achieve the established competencies of social work.

From this mission statement the following program goals were developed:

Social Work Program Goals

Goal One: *To prepare dedicated social workers who have integrated professional knowledge, values, and skills with an understanding of the intersection of cultural identities to promote social change and work for human rights worldwide.*

Goal Two: *To develop ethical social workers who can engage with multi-level systems to address structural inequalities and life challenges through an integration of the liberal arts and professional knowledge.*

Student Learning Outcomes for Social Work:

At graduation, all students will be able to:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage In Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CONCEPT OF GENERALIST SOCIAL WORK

Generalist social workers are prepared for entry-level social work practice. They must draw upon their liberal arts preparatory knowledge as the foundation for developing critical thinking skills for beginning social work practice. Generalist social workers have not been trained in any specialty, but have learned to apply multi-level, multi-method approaches that are transferable between diverse practice settings. Generalist social workers, guided by systems theory, match interventions to the needs of the client system whether it be individuals, family, small groups, organizations, communities or international settings. Generalist social workers' practice emphasizes the empowerment and strengths perspectives. Generalist trained social workers are able to select the most appropriate theories and methods for the problem solving process. They must be knowledgeable of theories of human development from a variety of perspectives including biological, psychological and social.

Generalist social work practice emphasizes the integration of social work knowledge, values and skills with a strong commitment to social and economic justice. The pursuit of social justice occurs locally, nationally, and globally. Particular attention is given to the needs and empowerment of all people who are vulnerable, oppressed, or living in poverty. A generalist social worker is firmly committed to social work values and ethics as described in the NASW Code of Ethics.

Generalist social work practice, as defined by the Council on Social work Education, is as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human

rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

ADMISSIONS PROCEDURES

First year students at Elizabethtown College do not declare a major until January of their second semester, at the earliest. The social work department receives a list of potential majors and student academic folders after the first year students have declared a major. These intended social work majors are assigned an advisor in the social work department. Students are then advised to complete SW160: Social Problems and the Response of Social Welfare Institutions, SW280 Multicultural Counseling Skills, and SW233 Human Behavior in the Social Environment before applying for admission to the department. The procedure for becoming an official major is described below:

The Department of Social Work requires intended social work majors to apply for formal admission to the program in the spring semester of their sophomore year. This application requires the following:

- A formal interview with a social work department faculty member where professional interests, values, academic abilities, and career goals are explored. The interview can be scheduled once all other required information has been received by the department (described below).
- Two reference rating forms completed by an adult who has had a working relationship with the student. This could be a professor outside the department of social work, a boss or volunteer supervisor. The evaluation should be returned by mail in a sealed envelope (provided) to the Department Chair.
- A 2.0 grade point average (overall and in the major)
- Submitted copies of the student's child abuse clearance and criminal background check

In addition, all applicants must write a 4-5 page essay to demonstrate understanding of the social work profession and the strengths brought to this profession. Social workers must have strong interpersonal skills, the ability to self-assess, demonstrate ethical behavior at all times, be flexible and be aware of their limitations. Each applicant's essay should demonstrate their assessment of these in addressing the following four topic areas:

Knowledge of Self

Demonstrate how you have gained knowledge and understanding of yourself by using specific examples from your life, employment, or volunteer/service-learning activities. Reflecting on these experiences, discuss how these experiences have enhanced and deepened your knowledge of yourself. How does this relate to your ability to be an effective social worker?

Understanding Principles of Empowerment and Social Justice

Describe your understanding of the concepts of social justice and empowerment as they relate to the profession of social work. Discuss your experiences in working with those from varying backgrounds, such as race, ethnicity or socio-economic status. What insights has this given you into empowerment and social justice? Describe a time in which you advocated for yourself or another – what was the situation and what did you do?

Social Work Values

Describe 3 personal values and explain how these values relate to the ethics and stated values of the profession of social work. How have you practiced these both in and out of the classroom?

Social Work Career

Explain your reasons for selecting social work as your career. What or who influenced you in making this choice? What strengths do you bring to this profession? What are your limitations?

Students will not be allowed to start the social work practice class SW 367: Generalist Practice I slated for the fall semester of their junior year until the requirements are completed and the student is officially accepted into the Social Work Department. The Department will consider all information about the student and students are notified in writing by the Social Work Department Chair if they have been accepted.

If the applicant is not accepted into the major, a meeting is held between the Social Work Department Chair and the student to discuss the decision and to recommend either remedial action or other career options. A suggested referral is made to Career Services to also help with further career exploration. Admittance into the program does not guarantee that a student will graduate with a degree in social work.

By requiring students to complete the three social work foundation classes, the department faculty has an opportunity to evaluate the student's compatibility to the field of social work including their understanding of empowerment and social justice, social work values, self knowledge, and career aspirations. The student essay also is utilized to judge the student's potential commitment to our department mission and goals including: values of social justice & empowerment, desire to serve diverse and oppressed populations, and ability to practice in accordance with social work values and ethics.

TRANSFER CREDIT FROM OTHER COLLEGES/UNIVERSITIES

An Elizabethtown College student who wishes to transfer credits to Elizabethtown College must obtain permission in advance from the Office of Registration and Records. The College transfers credits (but not grades or quality points) for course work taken at another regionally accredited institution for which a grade of "C" or better is obtained. The College is not obligated to accept course work for which written permission was not obtained prior to enrollment at another institution.

Students who have achieved junior status (60 credits) either through work at Elizabethtown College or through a combination of work at the College and another institution(s) are not permitted to transfer additional credits from 2-year institutions to the College. Such students may transfer credits from 4-year institutions, but only upon the prior approval of the Director of Records. Students must request that the registrar's office of the transferring institution send an official transcript to the Office of Registration and Records at Elizabethtown College. Facsimile (FAX) copies and student-delivered transcripts will not be accepted.

Prior approval for off-campus courses is required for several reasons:

1. The course may not be acceptable for an Elizabethtown College degree
2. A student may not be meeting residency requirements
3. Courses may not be repeated at another institution
4. The institution may not be accredited by one of the regionally accrediting institutions;
and
5. The course may be in quarter credits rather than semester credits

The following process is used to determine whether a course taken at another college or university is accepted in place of a social work required course. The transfer student's advisor should inform the student of this process. No upper level social work practice courses above the 200 level will be accepted for transfer from another institution without approval from the social work department.

1. The student submits, to the advisor, the syllabus from the other course, the text (if available), and any other information relevant to the decision.
2. The advisor should then share or review this information with the social work faculty member who teaches the similar course. The faculty will decide whether the course is acceptable in place of our social work course.
3. The advisor will notify, in writing, the Registrar about the department's acceptance or rejection of the transfer course in place of a social work course with reasons as to the decision. The advisor will provide a verbal report to the student and a copy of the memo to the Registrar.
4. If the advisor and other faculty member do not agree, the issue will be discussed at the next department meeting with a vote by the faculty. The advisor will then follow the notification process.
5. If the student disagrees with the department's rejection of the transfer credit then he/she can appeal to the Academic Council.
6. Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

CURRICULUM

Liberal Arts and Core

The social work curriculum is based on the integration of a liberal arts foundation. Keys to a genuine liberal arts foundation are development of oral and writing skills, library research skills, and learning to recognize and apply a variety of perspectives found in the social sciences, the natural sciences and the humanities. Since it is among the purposes of social work to serve diverse populations, it is essential that students develop knowledge of a wide variety of perspectives on life. A liberal arts foundation supplies the foundation for this lifelong process of growth. Elizabethtown College's approach to providing this foundation is the Core Program. Through Elizabethtown's core program of traditional and innovative liberal arts, students develop skills for critical analysis, effective communication, and habits of mind that ensure adaptability in the ever-changing global job market.

The core program supports the academic goals expressed in the mission statement of Elizabethtown College. As stated in the college catalog, the core program has four major purposes:

- To provide a sense of mission and purpose to the general education;
- To provide a foundation for successful study in liberal arts and profession;
- To integrate knowledge across the disciplines by engaging students in the study of the natural world and the human experience; and
- To develop habits of the mind that foster continued intellectual growth.

The Core Program offers two basic categories of courses. Students engage in a common core educational experience in the First-Year Seminar. In addition to this common experience, students enroll in courses in eight areas of understanding. A total of eleven courses (44 credits) are required to complete the Elizabethtown Core.

These eight Areas of Understanding are:

- Power of Language (2) 4 credit classes (1 of these must be a language course)
- Mathematics (1) 4 credit class - Social Work requires MA251 Probability & Statistics
- Creative Expression (1) 4 credits total
- Western Cultural Heritage (1) 4 credit class
- Natural and Physical Sciences (2) 4 credit classes – Social Work requires 100 Level BIO
- Social Science (1) 4 credit course – Social Work requires SO101 Discovering Society
- Humanities (1) 4 credit course

Social Work Professional Curriculum

The Social Work curriculum seeks to be a full integrative program which encompasses the goals and objectives of our program, our expected educational outcomes, and the experiential component. The Department of Social Work offers students a Bachelor's of Social Work (BSW) degree upon successful completion of all departmental and college requirements. Students must earn a minimum of 125 credits to graduate from Elizabethtown College.

Social Work majors typically complete a majority of the required core classes by the beginning of the junior year. This assures an understanding of and appreciation for the liberal arts content. The values, knowledge, and ideals of a liberal arts education form the foundation for the Social Work curriculum. It is at this point that the upper-level social work sequencing intensifies, culminating in field instruction and the completion of the program. All courses are offered at Elizabethtown College.

Required Related Courses

The following non-social work courses are required for all social work students and are considered to be part of the degree program. Students can complete 3 of these classes as part of their core requirements.

Biology: any 100 level (Natural & Physical Science Core)
Psychology 105: General Psychology
Sociology 101: Discovering Society (Social Science Core)
Math 251: Probability and Statistics (Mathematics Core)

Required Social Work Courses

All social work courses are taught by the Department of Social Work Faculty. The objectives for each course are based upon the established program goals and objectives. All of these courses are designed to integrate the full range of knowledge, values, and skills for entry-level, generalist, professional social work practice. The required social work courses represent 54 hours of the student's total 125 credits needed for graduation. Students must receive at a minimum of a C in all required courses for the major with a SW prefix.

The course work begins with SW 160 Social Problems and the Response of Social Welfare Institutions and culminates with SW 498 Senior Seminar, which is designed to integrate the various courses that are taken outside of the Social Work Department with the social work courses and field experiences. Table 1 below shows the suggested sequencing of the required social work classes. A brief description of each of these courses is described after Table 1.

Table 1

	Fall	Spring
First Year	SW160 Social Problems and the Response of Social Welfare Institutions	SOC101 Discovering Society
	PSY105 General Psychology	BIO 100 level
Sophomore	SW280 Interpersonal Counseling in a Multicultural Context	SW233 Human Behavior in a Social Environment
		MA251 Probability and Statistics
Junior	SW 330 Methods of Social Work Research	SW368 Generalist Social Work Practice II: Families and Small Groups
	SW367 Generalist Social Work Practice I: Individuals	SW369 Generalist Social Work Practice III: Communities and Organizations
		SW380 Social Policy
Senior	SW470 Field Instruction I	SW471 Field Instruction II
		SW498 Senior Seminar

SW 160 Social Problems and the Response of Social Welfare Institutions

4 credits. This course will provide an orientation to the approach of examining social problems and the development of social welfare policies and programs to reduce their severity and extent using a global perspective. This orientation will include an exploration of the components of a social problem, a history of the problem, how social problems are studied, and the social welfare movements and services which strive to resolve these problems. Emphasis will be placed on developing an understanding of theories and the way in which these theories form the foundation for research, service, and advocacy. The impact of social, cultural, demographic, and political changes associated with globalization will be addressed. Fifteen hours of service learning in an urban setting is required.

SW 280 Multicultural Counseling Skills

4 credits. Students enrolled in this course will learn counseling skills which will be relevant to diverse population and oppressed groups including women, gays and lesbians, ethnic and/or cultural minorities and the aged. The systems and ecological perspectives, and the social psychological theory of symbolic interactionism will be explored to understand human behavior. Fifteen hours of service learning in a diverse setting is required.

SW 233 Human Behavior in the Social Environment

4 credits. This course identifies the various stages of bio-psycho-social development and developmental tasks of conception, infancy, childhood, adolescence, young adulthood, middle age, and elder years. It highlights certain typical life events and introduces theories about the behavior of individuals, small groups, and social institutions to interpret these experiences. Attention is given to the ways in which gender, sexual preference, race/ethnicity, and cultural heritage influence the universal life events. Application of human behavior knowledge to social work practice is illustrated at the micro, mezzo, and macro levels. Fifteen hours of service learning with an older adult is required.

SW 330 Methods of Social Work Research

4 credits. Social work majors will study scientific approaches to building knowledge for generalist practice and assessing the effectiveness and efficiency of both individual practice and social service programs. SW 330 will allow students to learn about social science research. Emphasis will be placed upon helping students identify and formulate research questions, as well as understanding research problems in practice. Specifically, the course will focus upon the basic elements of the scientific method, and provide an overview of research designs commonly used in the social sciences, including techniques for gathering, analyzing and presenting data. Integrating research knowledge with practice interventions is also emphasized, and how an understanding of problems can contribute to the development of practice knowledge. The place of theory in research, problem formulation, ethical concerns, research designs, including practice research and evaluation, methods of data collection, sampling, introduction to program evaluation and basic procedures in data analysis and statistics will be taught.

Prerequisite or co-requisite: MA 251; SW160; SW280; SW233; or with permission of instructor. (Fall semester, Junior year)

SW 367 Generalist Social Work Practice I: Individuals

4 credits. As the first practice course in the social work major, this course is designed to present theory, examine values, and develop skills for generalist social work practice at the micro level (i.e., individuals) with diverse populations. The focus of this course is to learn the problem solving process and to understand the social worker's role in advocating for social and economic justice. A variety of theories, assessment techniques and interventions are studied in preparation for application in the field at the entry level of the profession. Forty hours of supervised field work facilitate the integration of theory and practice.

Prerequisites :SW160; SW280; SW 233 or with permission of instructor.(Fall Semester – Junior year)

SW 368 Generalist Social Work Practice II: Families and Small Groups

4 credits. This course is a study of the knowledge, values, and skills which comprise the generalist base of social work practice. It is designed to assist students in developing basic entry level social work competencies to work with groups and families from a systems perspective

Prerequisite: SW 280; SW 233; SW 367 or with permission of instructor (Spring Semester – Junior year)

SW 369 Generalist Social Work Practice III: Communities and Organizations

4 credits. This course is designed to present theory and develop skills for macro social work practice. Promoting the social welfare of communities and organizations by way of enhancing social and economic justice will be stressed. This course focuses on problem solving in generalist practice at the macro level (i.e., organizations and communities), with diverse populations. A variety of theories of assessment and intervention are studied at this level in preparation for application in the field at the entry level of the profession. . Forty hours of supervised field work required.

Prerequisites: SW 160; SW 233; SW280; SW 330; SW 367 or with permission of instructor. (Fall Semester – Junior year)

SW 380 Social Policy

4 credits. Students build upon their knowledge of social welfare and social works historical and philosophical foundations begun in SW 160. They learn why and how social policy is formulated and implemented into micro, mezzo, and macro levels of society; how policy impacts upon direct practice; and how the quality of life is affected by it across the boundaries of wealth, class, gender, religion, ethnicity, race or sexual orientation. Students also learn framework for policy analysis and methods for influencing its development.

Prerequisites: SW 160; SW 233; SW280; SW 330; SW 367; or with permission of instructor. (Spring Semester, junior year)

SW 470 Field Instruction I

6 credits. Supervised field instruction for at least 200 hours in an agency plus a weekly on-campus seminar. Student begins to assume responsibility with client systems in such ways as monitoring tasks, providing support, conducting group activities, and assisting the social worker with other professional responsibilities.

Prerequisites: SW 160; SW 233; SW280; SW 330; SW 367; SW368; SW 369; SW 401; or with permission of instructor. (Fall semester, Senior year)

SW 471 Field Instruction II

12 credits. Supervised field instruction for at least 400 hours plus a weekly on-campus seminar. Students proceed from an “assistant” position to one of complete client responsibility under direct supervision. Roles students assume may include advocate, enabler, social broker, and program planner.

Prerequisite: SW 470 and permission of instructor. Co-requisite: SW 498. (Spring semester, senior year)

SW 498 Senior Seminar

4 credits. As the capstone course of the social work program, this seminar requires students to synthesize and integrate their professional knowledge with their field experience. This course is designed to be an integration of values, knowledge and skills previously studied and practiced. Given a foundation of coursework and theory rooted in principles of generalist social work practice, this course provides students the opportunity to further their understanding through their own practice as well as discussion of the practice experiences of other students.

Prerequisites: SW 160; SW 233; SW280; SW 330; SW 367; SW368; SW 369; SW 401; and SW 470; corequisite SW 471, or with permission of instructor. Spring semester, senior year

Social Work Electives

In addition to the above courses, the Department of Social Work offers electives and special topic courses as the students are interested and as faculty time is available. Although there are no required social work electives, students are encouraged to take electives dependent on their class schedule and their career goals. The social work elective courses include:

SW 339 Human Sexuality

4 credits. This course focuses on the socio-historical aspects of sexuality, survey and experimental research, and attitudes towards sexuality. It will deal with facts and myths, and present information designed to make the participants better able, both in attitude and cognition, to deal with issues in the area of human sexuality. Sexual issues related to gender, sexual orientation, class, and ethnic background will be addressed.

SW 344 Aging: Social Responses and Implications

4 credits. This course will examine the needs and concerns of the elderly from a social, cultural, physiological and emotional perspective. Emphasis will be placed on understanding the normative changes associated with the aging process, as well as the ways in which those changes are experienced personally. Societal institutions and programs that impact the elderly will be explored. Special consideration will be given to factors of human diversity: racial groups, ethnic groups, gender and sexual orientation. Students will be presented with specialized knowledge, skills, and intervention techniques for working with older adults. Students will also have the opportunity to practice these skills and utilize their knowledge by participating in service-learning opportunities with the elderly population. Field trips to community agencies and 10 service learning hours required.

SW346 Exploring the Culture and Social Services of Vietnam

2 credits. This course serves as an introduction to the history and culture of Vietnam as it relates to the social problems and social services in modern-day Vietnam. Lectures will provide background on social services and non-profit organizations, specifically Brittany's Hope Foundation. Class periods will focus on the Vietnam War and development of basic language and communication skills. Later class periods will focus on the development of appropriate age and ability level activities for the children. Finally, there will be a focus on successful fundraising strategies. The course is a prerequisite for students participating in the May-term Service Learning Trip to Vietnam.

SW 347 May Term in Vietnam

2 credits. This course is comprised of a seventeen-day international trip to Vietnam. Students will have the opportunity to examine issues of culture, poverty, social development, and the needs of orphaned children in Vietnam through direct service learning, lectures, and reflective sessions.

SW 355 Women in Society

4 credits. A systemic view of women in our society is provided, including emphasis on the socialization of women, women's roles historically and in major social institutions, sexism and

the feminist movement. Feminist social work practice and its connection to feminist ideology theory is explored.

SW 357 Child Welfare

4 credits. A study of ethic, cultural, and economic problems as they relate to children, the services available to combat those problems, and the legal and legislative aspects of child welfare. This course focuses on the spectrum of services to support, supplement or substitute for the care traditionally given by biological parents. An exploration of the rights, problems, and needs of children and how to confront the underlying social, political, and economic issues will be addresses. Consideration will be given to issues of diversity: racial and ethnic groups, gender, and sexual orientation and how the USA and Pennsylvania policies and programs compare to those of other societies.

SW 360 International Social Development

4 credits. A study of global issues focusing on social issues affecting the Global South. Issues to be examined will include AIDS/health care, human trafficking, refugees, and poverty. The history and development of these issues, how culture of individual countries or regions affect the development and response, as well as future possibilities for resolution will be examined. Students will be actively involved in projects of their own design to help create solutions.

SW 366 Addiction and Society

4 credits. This course will provide an overview of the historical and contemporary role of drugs in society emphasizing the physical, social, and emotional consequences of alcohol and other drug abuse and addiction within a general systems theory framework. Topics covered will include disease etiology, physiological aspects of addiction, consequences of drug use, major categories of drugs, treatment approaches, recovery, advocacy and public policy. Students will learn how addicted individuals are impacted by the stigma and discrimination that surround the disease and will be introduced to advocacy efforts used to influence public policy.

SW 400 Senior Project in Social Work

2-4 credits. Students who are completing a senior research project may register for this course in the semester in which the project is completed. Completion of this course does not assure recognition for Honors in the Discipline. A maximum of four credit hours from SW400 may count toward the degree. Additional credits count as free electives.

Field Instruction

Field Instruction (SW 470, SW 471) is required of all senior social work majors. In order to register for the field, the student must:

- be an accepted Social Work major
- have completed all required social work courses with grades of “C” or higher
- have completed a Field Interest Form

The senior field experience provides the student with supervised social work activities that encourage the integration and application of the theory and skills acquired in earlier coursework. The field instruction component of the major is completed in two segments. In the fall semester of the senior year, students take SW 470 Field Instruction I, and after consulting with the Director of Field Instruction, are placed in an agency two days per week for a minimum of 200 hours during the semester. In the spring semester of the senior year, students take SW 471 Field Instruction II and have a modified block placement requiring four days per week in an agency. The student completes a minimum of 400 hours in the spring semester.

All students must complete the required hours. Academic credit for life experience and previous work experience is not given in whole or in part, in lieu of the field practicum.

Students are encouraged to use this opportunity to explore the range of beginning generalist social work practice settings. A more detailed discussion of the field requirements and the required forms are found in the Social Work Field Instruction Manual available from the Director of Field Instruction.

STUDENT RIGHTS

The Social Work Program fully supports the expectation that students' rights and responsibilities will be respected and protected. Students have a right to receive a quality education – one that will adequately prepare them for entry-level generalist social work practice. They also have a responsibility to participate actively in all areas of the academic experience. This includes the classroom, field, and with other faculty members and students.

Although the department prides itself in the accessibility of its faculty to hear private concerns, there is a formal mechanism in place for student input regarding department policy making. Each class has two appointed representatives who are members of the Advisory Committee. Their class representatives are responsible for soliciting feedback from their peers. They meet with the Advisory Committee as a whole, and occasionally as a separate student group. This student group has been a useful technique for hearing concerns and gathering student input.

ADVISING

The College has a two tier advising system. The First Year Advising Program is designed to expand the opportunities for first year students to examine all academic areas without the perceived pressure of committing to a major in the first year. Students may indicate that they are interested in a certain major and their first year advisor will assist them in registering for courses suitable for the major based on the First Year Advisor Handbook. They are also encouraged to seek out a faculty member in the department of their intended major to discuss any specific scheduling issues.

Although there is no direct pressure to do so, most students declare an intended major in the second semester of their first year. It is at this time that a major advisor is assigned. Students

who remain undecided about a major at the end of their first year will be assigned an advisor from the Center for Counseling and Career Development.

Once a major is declared, an advisor is assigned from the major department. Advisors work closely with the students during the pre-registration period for course selection for the coming semester. Consultation with the advisor also occurs during the drop-add period at the beginning of each semester. Departmental advisors also provide assistance in regard to graduate or professional school and/or career planning.

Social Work Program Advisement

Advising duties are performed by the four full-time faculty members. All faculty members have Master of Social Work degrees. Advising loads are kept to a level that allows the faculty the time to offer personalized attention to their advisees and to maximize the student's personal growth and development.

STUDENT ORGANIZATIONS

The College provides many opportunities for involvement and association in clubs and organizations which are directed to students' specific interests. The Social Work faculty encourages students to become involved in co-curricular activities as they not only broaden the college experience, but also serve to provide a model for future professional involvement. Campus organizations of particular interest to social work majors include the Social Work Student Association (SWSA), Circle K, Habitat for Humanity, Allies, and Student Directed Learning Communities.

All Social Work majors are encouraged to join our professional organization, the National Association of Social Workers (NASW). Student memberships (at a reduced fee) are available. Membership in NASW reinforces and strengthens professional commitment, expertise and social action.

Social Work Student Association (SWSA)

The department sponsors and advises the SWSA which serves as an informational and extracurricular service activity for both Social Work majors and non-majors. The SWSA exposes students to social services and social problems and offers opportunities for fund raising and volunteer projects that benefit community social services. The SWSA has its own by-laws (Appendix C) and is governed by officers elected from the membership. A social work faculty member serves as a club advisor and assists with association activities. The goal of the SWSA is to foster social work ideals and the profession of social work.

Phi Alpha

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of

education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

An undergraduate student is eligible for membership after achieving the following requirements:

- a. Declared Social Work as a major
- b. Achieved sophomore status
- c. Completed 8 semester hours of required social work courses
- d. Achieved an overall grade point average of 3.0 (on a 4.0 scale)
- e. Achieved a 3.5 grade point average in required courses for the major.

STUDENT INVOLVEMENT IN ACADEMIC AND STUDENT AFFAIRS POLICY-MAKING

Although the department prides itself in the accessibility of its faculty to hear private concerns, there is a formal mechanism in place for student input regarding departmental policy making. Students from each class (intended first year students, sophomores, juniors, seniors) are asked to represent their class at the regularly scheduled Advisory Council meetings. The only issues barred from the representative involve the discussion of a concern or problem regarding a specific faculty member or a specific student. If issues or suggestions arise at the Advisory Council Meetings that need more discussion, then a separate student meeting is held to continue the discussion. This has been a helpful vehicle to assure the students' voices are heard.

EVALUATING ACADEMIC AND FIELD PERFORMANCE

Course syllabi are required by official college policy to have basic information regarding grading criteria. These are reviewed during the first class and if modification is needed at any time during the semester, these changes are fully discussed with the class.

There are several mechanisms used for the assessment of the quality and quantity of the student's work. Social Work faculty utilizes traditional testing methods (objective/subjective), research papers, reflection papers, logs, and/or other appropriate assignments. The department and College philosophy is that a written assignment should be considered an opportunity for critical thinking, library research, and the use of proper reference style.

The Social Work Program uses the following grading criteria:

94- 100 = A	80 - 82 = B-	67 – 69 = D+
90 – 93 = A-	77 – 79 = C+	63 – 66 = D
87 – 89 = B+	73 – 76 = C	60 – 62 = D-
83 – 86 = B	70 – 72 = C-	below 60 = F

Field performance is evaluated by the student's field instructor who completes a field evaluation form both at mid-term and at the completion of the field experience in the senior year. This occurs for both SW 470 (Field Instruction I) and SW 471 (Field Instruction II). Senior Social Work majors entering field instruction are given copies of the Field Instruction Manual,

which contains the field evaluation forms. The completed evaluation is reviewed by the student. A meeting is held between the field instruction or field liaison, the Director of Field Instruction and the student at which time disagreements or concerns about the evaluation are discussed. At this meeting, consensus is generally achieved. If differences are not resolved, the Social Work major may be transferred to another placement. Usually, the Director of Field Instruction, through early intervention on behalf of students, knows when problems seem to be occurring and attempts to engage in problem solving before the situation deteriorates further. Few students transfer to a new field placement. At the end of the semester, students have an opportunity to formally evaluate the quality of their field placement. If the field placement seems to have been consistently problematic, it will not be used in the future.

TERMINATION OF ENROLLMENT, GRIEVANCE, AND APPEAL PROCEDURES

Probation and Dismissal Policy for the Department of Social Work

The Social Work Department Chair has the responsibility of placing students on probation and/or dismissing students from the Social Work program when social work faculty assess, in their best professional judgment, that probation or dismissal is the most appropriate option for the student and/or the social work program. Professional judgment is based on a number of factors including, but not limited to, student grade reports and/or direct behavioral observation of students. Probation or dismissal will be based on a student not meeting academic standards. Academic standards include course grades and observable behaviors in the classroom, campus or field education.

Generally speaking, it is the policy that students will first be placed on probation, with a development plan, when it is determined that they are not meeting academic or professional (non-academic) program standards. However, dismissal from the program may occur without a prior probationary period if, in the professional judgment of the Social Work Department Chair, in consultation with other faculty, and other parties as deemed appropriate, it is determined that immediate dismissal is the best interest of the Social Work Program, profession, student and/or clients. Judgments regarding probation or dismissal will be based on the type and/or frequency of student behaviors.

Academic Dismissal Policy

A social work major must achieve at least a C in all social work courses required within our department and maintain a 2.0 GPA within the courses required by the major. Students' academic performance is reviewed by the social work faculty at the conclusion of each semester. If the student receives a grade of a C- or below in a social work course required by the major, they will be required to repeat the class and placed on probation. If a student does not have a 2.0 GPA within all courses required by the major, the student will also be placed on probation. Students will receive written notice of their probationary status from the Chair of the Social Work Department explaining the reason(s) for probation and requirements for removal from probation. Students will receive written notice of their academic standing at the end of the semester. Status possibilities include removal from probation (course has been repeated and a grade higher than a C- has been obtained and/or a major 2.0 GPA is obtained), continued probation (grades and GPA do not meet standards but progress is made), or dismissal from the

social work program (grades and GPA do not meet program standards and no satisfactory progress has occurred). Students will also be subject to all of the college's academic dismissal policies

Students can be denied enrollment in SW470 (Field Instruction I), SW471 (Field Instruction II), or SW498 (Senior Seminar) if a letter grade of a C or better in all required social work courses is not met and/or their GPA is below a 2.0.

Professional Performance Dismissal Policy

1. Performance

a. Standards:

- i. Plans and organizes work effectively
- ii. Turns in assignments that are complete and on time
- iii. Makes arrangements for learning accommodations in a timely manner
- iv. Attends class regularly
- v. Maintains at least a 2.0 GPA in all courses required by the major
- vi. Maintains at least a 2.0 overall grade point average
- vii. Obtains a letter grade of a C or better in all social work courses required by major

b. Indicators of concern:

- i. Poor organizational skills
- ii. Repeated requests for extensions on assignments and exams
- iii. Late or incomplete assignments
- iv. Multiple absences from class or field placement
- v. Lying, cheating, or plagiarizing
- vi. Low grades

2. Conduct/Behavior

a. Standards:

- i. Demonstrates ability to work cooperatively with others
- ii. Actively participates in class
- iii. Shows respect for others' opinions
- iv. Open to feedback from peers and faculty
- v. Demonstrates a willingness to understand diversity in people regarding age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
- vi. Conducts himself or herself according to the NASW Code of Ethics
- vii. Passes criminal background checks and child abuse clearances

b. Indicators of concern:

- i. Creates conflict in class
- ii. Uncooperative or unwilling to participate in class activities

- iii. Consistently late for class or field placement or leaves class or field placement early
- iv. Sleeps during class
 - v. Disrupts class process by talking to others
 - vi. Uses derogatory language or demeaning remarks
- vii. Appears unwilling or unable to accept feedback from faculty or peers
- viii. Monopolizes class discussion
- ix. Unwilling or unable to develop an understanding of people or worldviews different from oneself or one's own.
 - x. Discriminatory behavior or harassment towards others on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, gender identity/expression, marital status, national origin, race, religion, sex, and sexual orientation
- xi. Unethical professional behavior and/or unwillingness to uphold social work code of ethics and social work values
- xii. Academic misconduct
- xiii. Inability to pass annual criminal background checks and child abuse clearances
- xiv. Lack of respect to clients, peers, professors, and supervisors

3. Self-awareness and self-control

a. Standards:

- i. Uses self-disclosure appropriately
- ii. Able to engage in discussion and processing of uncomfortable topics
- iii. Deals appropriately with issues which arouse emotions
- iv. Demonstrates an awareness of one's personal limits
 - v. Understands the effects of one's behavior on others
- vi. Able to form positive working relationships with clients, faculty, supervisors, and peers
- vii. Able to work toward resolving one's personal issues that may impair performance in the classroom, field placement, or the profession

b. Indicators of concern:

- i. Unable or unwilling to work through unresolved personal issues
- ii. Unable or unwilling to control emotional reactions
- iii. Demonstrates behavior consistent with impairment as a result of using alcohol or drugs
- iv. Demonstrates emotional problems that interfere with his or her ability to work effectively with clients, faculty, supervisors, or peers
 - v. Makes verbal or physical threats to faculty, peers, clients, supervisors, or others
- vi. Demonstrates impaired judgment, decision-making, or problem solving skills
- vii. Unable to form effective relationships with clients, faculty, supervisors, or peers

4. Communication skills

a. Standards:

- i. Demonstrates ability to follow the conventions of writing in written documents
- ii. Demonstrates good organization of writing that follows a logical sequence
- iii. Demonstrates use of critical thinking skills in communication
- iv. Able to clearly articulate ideas, thoughts, and concepts
- v. Able to communicate clearly with clients, supervisors, peers, and faculty
- vi. Communicate honestly and consistently

b. Indicators of concern:

- i. Unable to express information clearly and concisely verbally and/or in writing
- ii. Unable to master the conventions of writing in written documents
- iii. Unable to communicate clearly with clients, supervisors, peers, and faculty
- iv. Denial of issues that are detrimental to perform adequately in the program

Professional Performance Expectation Policy Committee Review Process

1. When a faculty member has identified that a student demonstrates at least one of the indicators of concern, he or she will meet with the student. At this meeting, the student and faculty member will develop a plan for addressing the concern. The plan will include a description of specific behaviors/concerns, goals for improvement, specific tasks for achieving goals and time limit for accomplishing the changes. If the faculty member is not the Department Chair, they will inform the Chair of this meeting and its outcome.
2. If the student has not made significant progress within the time allotted or continues to demonstrate indicators of concern, the faculty member will inform the Standards Committee (all full-time social work faculty members) regarding the issues, concerns, and a recommendation regarding the student. The faculty member should inform the student that he/she is proceeding with this step in the review process.
3. The Social Work Department Chair will call a meeting within seven working days of receiving the information. The Standards Committee will meet to discuss the situation and determine if the student should be put on formal probation or dismissed from the Department. If the student is put on probation, a formal contract will be developed outlining description of specific behaviors/concerns, goals for improvement, specific tasks for achieving goals and time limit for accomplishing the changes.
4. The student will meet with the Chair to discuss the outcome of the meeting. If the student is placed on probation or dismissed from the department, the student will be given a written copy of the basis for this. If the student is on probation, they will be given a copy of the contract.

5. If the student again fails to complete the plan or abide by the plan or the student's academic or professional behavior is such that she or he would be unable to satisfactorily perform as a social worker, then the committee shall have the authority to select one or more of the following options:
 - a. Recommend to the faculty member in whose course the student is enrolled that a failing grade be given to the student for the course.
 - b. Institute a further probationary period for the student with specific tasks, goals, and timelines.
 - c. Suspend the student from the Social Work Program for a period of up to one year.
 - d. Terminate the student from the Social Work Program.
6. If the decision is made to suspend or terminate the student from the Social Work Program, the student has the right to appeal.
7. The student is informed of the decision in writing within three days of the meeting of the Student Standards Review Committee.
8. A copy of the decision of the Student Standards Review Committee is placed in the student's file.

Appeals Process

A student can appeal with a written statement to the Social Work Department Chair within ten days of the letter of notification from the Student Standards Review Committee. The statement must specify reasons for disagreement with the committee's decision and the rationale for considering a different decision. The committee will then convene within ten days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the committee. The committee will render in writing a follow-up decision that may involve a revised decision or continuation of the original decision. If the student believes the committee's appeal decision was made in error, a written statement of appeal may be submitted to the Department Chair, who will confer with the Dean of Academic Affairs and Faculty Development, as well as the Senior Vice President for Academic Affairs.

ASSISTANCE FOR STUDENTS WITH DISABILITIES

The social work program goals and outcomes may be met with, or without, accommodations. The College complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the Social Work Department will endeavor to make reasonable accommodations with respect to its graduation requirements for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The College reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a student to rely on someone else's power of selection and observation, fundamentally alter the nature of the College's educational program, lower

academic standards, cause an undue hardship on the College, or endanger the safety of students or others.

Questions or requests for accommodations pertaining to the Social Work Department graduation requirements should be directed to Lynne Davies, Director of Disability Services at 717-361-1227 or the Chair of the Social Work Department.

Reasonable Accommodations for fieldwork

Students who are preparing to enter the field shall consult with the Director of Field Instruction if they have a documented disability (e.g. physical, learning, emotional). In this conversation, they will explore whether they will require accommodations at their field placement in order to successfully complete the expected tasks required in field. The Director of Field Instruction and the student will work with the Director of Disability Services to devise a plan to notify the fieldwork facility (preferably prior to the beginning of fieldwork) and request specific accommodations. This notification may be in the form of a letter, personal meeting and/or phone call from the student to disclose the disability and respective needs. The Director of Field Instruction and the Director of Disability Services will assist the student and the fieldwork facility to identify realistic accommodations for the student to help facilitate successful fieldwork performance.

Students who do not disclose a disability or request specific accommodations are not guaranteed accommodations. In this case the supervisor is not obligated to change the evaluation of the student's performance in the event that a student is not passing or meeting expectations. Only after a disclosure is made can a supervisor and student move forward and make accommodations. It is advisable to disclose prior to the start of fieldwork. Students should discuss the advantages and disadvantages of disclosure with the Director of Field Instruction and/or the Director of Disability Services.

Confidentiality

Unless a student has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, the Social Work Department personnel to whom such information has been communicated shall maintain such information in a manner that preserves its confidentiality. In the case of student impairment that could endanger clients and impact the student's ability to meet the obligations of the field placement tasks, the Director of Field Instruction may have an ethical obligation to break confidentiality and communicate such information to the Field Supervisor.

ETHICAL STANDARDS

Social work students are required to follow the standards of the profession advanced by the National Association of Social Workers (NASW) and the Council of Social Work Education (CSWE). Any violation of these standards may result in termination from the social work program. The major standards for practice are described in the NASW Code of Ethics and are as follows:

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social

workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social Workers' primary responsibility is to promote the well-being of clients.

1.02 Self-Determination

Social Workers' respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

1.03 Informed Consent

Social Workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent.

1.06 Conflicts of Interest

Social Workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.

1.07 Privacy and Confidentiality

Social Workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

1.09 Sexual Relationships

Social Workers should not engage in sexual activities or sexual contact with current or former clients, whether such contact is consensual or forced.

1.10 Physical Contact

Social Workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

1.11 Sexual Harassment

Social Workers should not sexually harass clients.

1.12 Derogatory Language

Social Workers should not use derogatory language in their written or verbal communications to or about clients.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

Social Workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

- 2.07 Sexual Relationships
Social Workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- 3. Social Workers' Ethical Responsibilities in Practice Settings
 - 3.04 Client Records
Social Workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- 4. Social Workers' Ethical Responsibilities as Professionals
 - 4.03 Private Conduct
Social Workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.
 - 4.04 Dishonesty, Fraud, and Deception
Social Workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
 - 4.05 Impairment
Social Workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

The procedure for dealing with a student who has allegedly committed a non-academic infraction involves an initial consultation by the concerned faculty member with the student to discuss the professional standard issue. If the problem is one of misperception or inadequate information, the discussion ends. If the faculty member is still concerned, the meeting continues for the purpose of development of a written plan to improve the specific behavior or areas of concern, specific tasks and goals, and a time limit. This plan will be signed by the faculty member and student and forwarded to the Social Work Department Chair.

If the student has not made significant progress on the plan within the specified time limit, a meeting with a social work faculty committee and the student will be held. The student is informed in writing of the time and date for the meeting. At the meeting, the student will have an opportunity to express his/her concerns or written documentation regarding the issue or problem.

After the meeting with the student, the faculty committee will convene to take action. The committee has the right to dismiss the concern, revise the action plan, or terminate the student from the program. The student will be informed in writing of the faculty committee's decision within 7 days. A copy of the letter is placed in the student file. The student has a right to appeal the decision to the Office of the Provost.

SOCIAL MEDIA POLICY

Setting and maintaining clear boundaries is a hallmark of the professional relationship. Establishing rapport, the ability to connect with and effectively communicate with people, is key to successful social work. To that end, it is essential that one maintains professional behavior, ethical standards, confidentiality and appropriate boundaries with peers, instructors, co-workers, clients and agencies. The Department of Social Work has developed these guidelines to help students minimize inappropriate use of social media and to reduce the risk of ethical violations related to social media.

The department recognizes the importance of the internet and social media to networking and we are committed to supporting your right to interact socially and knowledgeably using social media. The guidelines below are not meant to infringe upon your personal interaction or commentary online. The department also recognizes that as members of the Elizabethtown College Social Work community, we are responsible and accountable for our public actions and statements. Furthermore, there is also a need to protect the privacy, confidentiality and interests of the university, social work program, agencies, colleagues, clients, instructors, and peers. These guidelines will assist you in your endeavor to make appropriate decisions about your personal, school, internship and professional on-line exchanges.

1. Review and adhere to all agency guidelines and policies regarding the use of all means of technology in the agency.
2. Use only your professional (agency) e-mail address and phone number to communicate with clients. All correspondence should be of a professional nature.
3. Do not ask or accept a current or former client as a friend on Facebook, Linked-In, Twitter, My Space, blogs or any other social networking site.
4. Unless there is a compelling professional reason, do not seek clients out on social media without telling them that you plan to do so. This includes Facebook, Instagram, Snapchat, and all other forms of social media.
5. Do not make references or comments about the agency, field supervisor colleagues, clients or client situation, on Facebook, Linked-In, Twitter, My Space, blogs or any other social networking site. Even if you omit names or certain details, clients or co-workers are likely to know exactly what you are talking about.
6. Taking and sharing photographs without consent is a breach of confidentiality. Know and adhere to your agency's policies on photography and use of your camera, including the one you may have in your cell phone. Photos of clients should not be shared on any social media site, including but not limited to Facebook, Instagram, Snapchat or My Space.
7. If you do communicate with clients by e-mail, be aware that all e-mails are generally retained in the logs of an agency's internet service provider. While it is unlikely that someone will look at your correspondence, some agencies may monitor them and your e-mails could be read by the system administrator. For legal purposes, these communications may also be considered part of the professional record with the client.

8. When using the internet for social networking, you should use privacy settings to safeguard personal information and content to the extent possible, but realize that privacy settings are not absolute and that once on the internet, content is likely there permanently. Thus, you should routinely monitor your own Internet presence to ensure that the personal and professional information on your own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
9. When you see content posted by colleagues that appears unprofessional, you have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, then you should report the matter to appropriate authorities.
10. Guidelines for Posting to Social Media
 - a) Think twice before posting: Privacy does not exist in the world of social media. Be mindful of how it would reflect on you and the program or agency if a post becomes widely known. If you wouldn't say it in public, consider whether or not you should post it online.
 - b) Be accurate: Always have the facts straight before posting on social media, and review content for grammatical and spelling errors.
 - c) Be respectful: Represent yourself online as you would in a face-to-face conversation. Avoid posting disrespectful or incendiary messages.
 - d) Remember your audience: They consist of prospective students, current students, colleagues, peers, clients and the community at large. Consider them before posting to ensure the post will not alienate, harm or unduly provoke any of these groups.
 - e) Be appropriate: If you are unsure about what is appropriate, use this advice: Don't post anything that you wouldn't want clients and co-workers to see sitting on your desk.
 - f) Be confidential: Even if you omit names or certain details, clients or co-workers are likely to know exactly what you are talking about.

INTERNATIONAL OPPORTUNITIES

The department encourages students to take advantage of the international opportunities at Elizabethtown College in order to gain a global perspective and experiences working with diverse populations. The College is affiliated with the BCA program which has established programs in 20 countries, as well as other affiliate providers. Students may register and attend classes in selected colleges throughout the world for credit that is then transferred to Elizabethtown College.

Many departments including social work have created opportunities for short term trips abroad. These trips occur during holiday breaks, in May-term, or during the summer. Students interested in international education should discuss options with their advisor.

SOCIAL WORK ADVISORY COMMITTEE

The Department of Social Work has established an advisory committee to assist the department in program planning, development, recruitment, and fund raising. The advisory committee is comprised of students, faculty, alumni, field instructors, and practitioners. It meets a minimum of twice a year at the college.

SOCIAL WORK FACULTY

It is an ongoing goal of the Social Work faculty to provide the best academic and professional experience for all Social Work majors. The faculty remains current in the field by attending and presenting at professional conferences, maintaining involvement in boards and committees of local, state and national professional organizations and subscribing to professional publications which present and elaborate on information which is both relevant and important to the field.

Appendix A

**Elizabethtown College BSW Program
Assessment of potential social work student**

Student name: _____ Name of assessor: _____

Relationship to student: _____ Length of time known student: _____

Please select the box that you feel MOST ACCURATELY describes the student MOST of the time. It is very important that you be completely honest. This assessment is confidential and will not be shared with the applicant. Only by having an accurate picture of each student can we help them to overcome any barriers so that they will be able to help the most vulnerable members of our society. If a student is noted as not yet achieving a standard, this would not in itself prohibit admission to the department. If you have not had the opportunity to assess a particular characteristic, simply mark the “no basis for judgment” box.

Characteristic	Potential Barrier	Meets Standard	Exceeds standard	No basis for judgment
Completes tasks	Does not always complete tasks on time or without reminder	Always complete tasks on time and without reminders	Will often work ahead to complete tasks before they are due	
Handles feedback	May become defensive when receiving feedback	Received feedback well	Seeks out feedback for improvement	
Written communication	Written communication often has errors or struggles with clarity	Written communication is always clear and generally without error	Written communication is of superior quality compared to peers	
Oral communication	May have difficulties in expressing self clearly	Has no difficulties in expressing self clearly	Oral communication is of superior quality compared to peers	
Professional behavior & comporment	May occasionally display unprofessional behavior	Never displays unprofessional behavior	Always displays professional behavior	
Respect for diverse peoples	Has been known to voice a statement disrespectful of someone of a particular background	Never makes statements disrespectful of people of any particular background	Seeks out opportunities to learn about people from different cultural backgrounds	
Critical thinking	Has difficulty seeing more than one point of view to an issue	Is able to recognize multiple points of view to an issue	Is easily able to recognize multiple points of view to an issue	
Positive working relationships	Is not always able to establish positive working relationships	Is able to establish positive working relationships	Is easily able to establish positive working relationships	
Advocacy	Does not always advocate for self or others when needed	Will advocate for self OR others when needed	Will advocate for self AND others when needed	
Self-reflection	Student has difficulty assessing self	Student is able to reflect on own thoughts and beliefs	Student is proactive on assessing own thoughts and beliefs and acts to meet identified needs	

Characteristic	Potential Barrier	Meets Standard	Exceeds standard	No basis for judgment
Criminal background	Student has a criminal background (note: this does not in itself bar a student from the program)	Student has no criminal background	n/a	
Mental health	Student struggles with mental health issues at times	Student does not struggle with mental health issues	Student is proactive in taking care of self	
Substance use	Drug or alcohol use is a potential limitation for this student	Student has no drug or alcohol issues	Student has several positive coping mechanisms	
Ethics	Has been unethical at least once to your knowledge	Has never been unethical to your knowledge	Is an ethical model to others	
Flexibility	Student can have difficulty adjusting to changes	Student is able to adequately adjust to changes	Student easily adjusts to changes	
Judgment	Student does not always recognize the consequences of their actions	Student recognizes the consequences of their actions	Student has above average ability to consider multiple outcomes of actions and select the most positive one	

Please give examples below of why you rated the student as you did:

Please provide any additional information that you believe is important for Department Faculty to know as we consider the above named student for admission to the Elizabethtown BSW Program:

Feel free to include a letter or additional documentation for the ratings/information you've provided.

Title: _____ Phone Number: _____

Address: _____

Email: _____

ELIZABETHTOWN COLLEGE
Bachelor's of Social Work

I. **Introduction**

The Social Work program has been developed to prepare students to enter a career in professional social work after graduation or to attend graduate school to obtain a Master's Degree in Social Work. Elizabethtown College awards a Bachelor of Social Work degree (BSW) The program has been accredited by the Council on Social Work Education (CSWE) since 1977.

II. **Requirements**

The social work major requires the following courses:

General Education: Biology 100 level, SOC 101, PSY 105; MA 251.

Major Courses

SW 160	Social Problems and the Response of Social Welfare Institutions
SW 233	Human Behavior in the Social Environment
SW 280	Multicultural Counseling Skills
SW 330	Methods of Social Work Research
SW 367	Generalist Social Work Practice I: Individuals
SW 368	Generalist Social Work Practice II: Families & Small Groups
SW 369	Generalist Social Work Practice III: Communities & Organizations
SW 380	Social Policy
SW 470/471	Field Instruction
SW 498	Senior Seminar

III. **Elective Social Work Courses:**

SW 339	Human Sexuality
SW 344	Aging: Social Response and Implications
SW 346	Exploring the Culture and Services of Vietnam
SW 347	May Term in Vietnam
SW 355	Women in Society
SW 357	Child Welfare
SW 360	International Social Development
SW 366	Addiction and Society
SW 370-378	Special Topics in Social Work
SW 400	Senior Project in Social Work (Honors)
SW 480-489	Independent Study in Social Work

Field Instruction

The program provides an extensive opportunity for field experience, beginning with the student's first year. The major culminates with 600 hours of field instruction during the student's senior year. Field experiences include but are not limited to such areas as child welfare, corrections, mental health, rehabilitation, health care, schools, and aging.

**Suggested Sequence to Meet
Minimum Requirements for B.S.W. Degree**

First Year

<u>Fall Semester</u>		<u>Spring Semester</u>	
SW 160	4	*Western Cult. Heritage	4
*First year Seminar 100	4	*Biology 100 level	4
*Power of Language 100 (PL)	4	Psy 105	4
*Mod. Lang. (PLO)	<u>4</u>	*SO 101 (SSC)	<u>4</u>
	16		16

Sophomore Year

<u>Fall Semester</u>		<u>Spring Semester</u>	
SW 280	4	SW 233	4
*Natural & Physical Sciences (NPS)	4	*Humanities	4
*NonWestern Cultural Heritage	4	*MA 251 (MA)	4
*Creative Expression	<u>4</u>	Elective	<u>4</u>
	16		16

Junior Year

<u>Fall Semester</u>		<u>Spring Semester</u>	
SW 330	4	SW 368	4
SW 367	4	SW 369	4
Elective	4	SW 380	4
Elective	<u>4</u>	Elective	<u>4</u>
	16		16

Senior Year

<u>Fall Semester</u>		<u>Spring Semester</u>	
SW 470	6	SW 471	12
Elective	4	SW 498	<u>4</u>
Elective	<u>4</u>		16
	14		

Total: 126 Credits completed in this example
(125 credits are needed to graduate)

* CORE Effective Fall 2006

REQUIREMENTS FOR B.S.W. DEGREE

<u>Social Work</u>	<u>Sem.</u>	<u>Cr.</u>	<u>Grade</u>	<u>Core</u>	<u>Sem.</u>	<u>Cr.</u>	<u>Grade</u>
+SW160 Social Problems	_____	<u>4</u>	_____	First Year Seminar (FYS)			
+SW233 Human Behavior	_____	<u>4</u>	_____				
+SW 280 Multicultural Counseling	_____	<u>4</u>	_____				
+SW330 Methods of SW Research	_____	<u>4</u>	_____	FS100* _____	_____	<u>4</u>	_____
+SW367 General SW Practice I	_____	<u>4</u>	_____				
+SW368 General SW Practice II	_____	<u>4</u>	_____	Western Cultural Heritage			
+SW369 General SW Practice III	_____	<u>4</u>	_____				
+SW380 Social Policy	_____	<u>4</u>	_____	_____	_____	<u>4</u>	_____
+SW470 Field Instruction I	_____	<u>6</u>	_____				
+SW471 Field Instruction II	_____	<u>12</u>	_____	Non Western Cultural Heritage			
+SW498 Senior Seminar	_____	<u>4</u>	_____	_____	_____	<u>4</u>	_____
Required by Major:				Creative Expression			
+Psy105 General Psychology	_____	<u>4</u>	_____	_____	_____	<u>4</u>	_____
Electives:				Mathematics:			
				+Math251 Probability & Stat.	_____	<u>4</u>	_____
				Natural & Physical Sciences:			
				(must be in different disciplines)			
_____	_____	_____	_____	+Biology 100 level	_____	<u>4</u>	_____
_____	_____	_____	_____	_____	_____	<u>4</u>	_____
_____	_____	_____	_____	Power of Language:			
_____	_____	_____	_____	_____	_____	<u>4</u>	_____
_____	_____	_____	_____	(ML)	_____	<u>4</u>	_____
_____	_____	_____	_____	*Spanish Preferred			
_____	_____	_____	_____	Social Sciences:			
_____	_____	_____	_____	+Soc101 Discovering Society__	_____	<u>4</u>	_____
_____	_____	_____	_____	Humanities:			
_____	_____	_____	_____	_____	_____	<u>4</u>	_____

MA011 does not count for core or graduation

GWR _____

+Included in calculation of 2.0 in major. First Year Seminar must be taken during first semester.

Constitution of the Social Work Student Association of Elizabethtown College

Article I

Name: Social Work Student Association of Elizabethtown College

Article II

Purpose: The purpose of the Social Work Student Association shall be:

1. To bring together people interested in social work. To get to know each other and share ideas dealing with society and the profession.
2. To take advantage of the social work opportunities that are provided by the officers, faculty, and community of Elizabethtown College.
3. To set monthly business/education meetings, which will be open to the campus. Topics would be of interest to students and provide for discussion of social problems.
4. To have at least one annual meeting of the Social Work Program including all social work students and faculty. Overall direction of the program should be discussed as well as specific student concerns about the major.
5. To have the Executive Committee meet bi-weekly with the Advisors.

Article III

Membership eligibility

1. All social work majors are automatically members of the Association. Each student should be willing to contribute in order to maintain and improve the reputation of the social work department. In addition, if any other student/faculty/administrator expresses interest, they are welcome to participate.

Article IV

Advisor

Dr. Maureen Riley-Behringer

Article V

Officers

1. President – Conducts meetings, makes sure officers fulfill requirements. If requirements are not met, it is his/her responsibility to take action.
2. Vice-President – Conducts meetings, shares and supports President's duties.
3. Treasurer – Responsible for budget and accounts.

4. Secretary – Records and communicates the activities of the club.
5. Class Representatives – Plan and organize activities and calendar. Act as a liaison for their particular class.
6. Student Senate Representative – Represent the Association at the weekly Student Senate meetings and report back to the Executive Committee.

Article VI

Bylaws

1. Officers and Representatives are elected by a majority vote
 - a. Officers are elected in April of the spring term
 - b. Representatives are elected in September of the fall term.
2. Terms shall last at least one full academic year of two semesters.
3. Officers are expected to attend all bi-weekly meetings unless previous notification has been given to an officer or advisor.
4. Two unexcused absences from Executive Committee meetings per semester will result in loss of position.