

## SAINT FRANCIS UNIVERSITY STATEMENT OF NON-DISCRIMINATION

**Saint Francis University does not discriminate on the basis of gender, gender identity, age, race, color, ethnicity, religion, sexual orientation, marital status, disability, pregnancy status, veteran status, predisposing genetic characteristic or any protected classification. This policy applies to all programs and activities of the University, including, but not limited to, admission and employment practices, educational policies, scholarship and loan programs and athletic or other University sponsored programs.**

**The following person has been designated to handle inquiries regarding the University's non-discrimination policy: Marian Bender**

**For further information visit <http://francis.edu/nondiscrimination-and-no-harassment/>**

## PART 1

### INTRODUCTION TO THE SOCIAL WORK DEPARTMENT

Saint Francis University has offered a Social Work Department since 1963. It was formally accepted as an accredited social work degree program by the Council on Social Work Education (CSWE) in 1974. The Saint Francis University Social Work Baccalaureate Department prepares students for entry-level generalist social work practice. The Department 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 Department 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 Department is a member of the Council on Social Work Education and is fully accredited for its baccalaureate Social Work Department.

The Social Work Department is located on the second floor of the Library, in rooms 310 and 314. Melissa Garrity is the Administrative Assistant and is located at the Library's 3<sup>rd</sup> floor receptionist desk. Dr. Mark Lynch, the Department Director, is located in Library 314 and Ms. Suzanne Black, Field Instruction Coordinator, is in Library 310.

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 at the receptionist/administrative assistant's desk on the 3<sup>rd</sup> floor. 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 Department and your role as a student. If you have any questions about the Social Work Department, please contact your social work faculty advisor.

Additional information about the Department can be found on the Social Work website at: <https://www.francis.edu/Social-Work/>

### 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's Social Work Department, 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.*

## **GOALS OF FRANCISCAN HIGHER EDUCATION AT SAINT FRANCIS UNIVERSITY**

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. The Saint Francis University Goals of Franciscan Higher Education were developed in 1991. After some time of reflection then President, Fr. Christian Oravec, proposed a series of "Goals of Franciscan Higher Education at Saint Francis College," which "Saint Francis College...strives to incorporate...into the life and work of the community." These goals were in turn immediately and fully embraced by the administration and faculty.

### **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*

One of the identified values in social work, according to the NASW Code of Ethics, is service. Students at SFU seek knowledge to serve, which is consistent with this value. As a guiding ethical principle, social workers elevate service to others above self-interest, which is consistent with this goal. Furthermore, 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.

Social workers are also expected to practice within an area of competence and to continue to learn more and become better professionals.

#### **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 people 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 but 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, both with clients and colleagues. Social workers are taught to attempt to strengthen relationships with others for the sake of the well-being of people at all systems levels.

Social workers also strive to promote self-determinism in our clients with respect to individual differences.

### **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. Social workers strive to empower people, working on behalf of people marginalized, oppressed and vulnerable. We have a genuine respect for diversity found in all cultures.

### **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 personal and 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 the 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. Integrity is a very important value instilled in our students, which is an ideal shared with Franciscanism.

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.

## **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 21<sup>st</sup> 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.

## **MISSION OF THE SOCIAL WORK DEPARTMENT**

The Social Work Department endeavors to meet the mission objectives of Saint Francis University and the field of social work. In addition to the mission related to the goals of Franciscan higher education, the Social Work Department 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. Students education will be grounded in the core values of social work, which include service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights and scientific inquiry.”**

## **DEPARTMENT GOALS**

To accomplish its mission, the Social Work Department formulated nine 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.
9. Prepare students with the practice behaviors included in the 9 competency areas identified by the Council of Social Work Education.

### **Generalist Core Competencies and Practice Behaviors**

Students are required to demonstrate core competencies to move forward in social work. Students are assessed on their mastery of the competencies, which include the accreditation standards of the Council on Social Work Education. These competencies and practice behaviors will be measured as part of their professional training as the dimensions of social work practice.

The Council on Social Work Education (CSWE) - 2015 Competencies and practice behaviors.

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

technology in social work practice. They make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice:** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

**Competency 4: Engage In Practice-informed Research and Research-informed Practice:** Social workers understand quantitative and qualitative research methods and their respective roles in

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

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

**Competency 5: Engage in Policy Practice** Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

[https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

## PART 2

### SOCIAL WORK REQUIREMENTS AND PROGRAM ORGANIZATION

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 201:** The Family in Theory and Practice (3 credits). *Prerequisite:* Sociology 101, or equal class and a Psychology elective choice with your social work advisor.
3. **Social Work 223:** Group in Theory and Practice (3 credits)

4. **Social Work 314:** Social Welfare Policies, Departments and Issues.  
(3 credits) Prerequisites: *Social Work 203, Sociology 310. (this course can only be taken in the traditional class on campus, online not accepted)*
5. **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.
6. **Social Work 316:** Social Work Processes II (5 credits). Includes one day per week field instruction and two classroom sessions. Prerequisites: Social Work 315.
7. **Social Work 402:** Cultural Diversity in American Society (3 credits)  
Prerequisite: Sociology 101 or 102 or Social Work 202
8. **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.
9. **Social Work 426:** Senior Seminar (3 credits) Prerequisites: Social Work 425.
10. **Social Work Capstone (Oral and Written Comps)** No credit for prep classes.

#### **Required Related Foundation Courses That Must Be Taken**

1. **Computer Science 101:** An Introduction to Computers (3 credits).
2. **Statistics 101:** Basic Statistical Methods (3 credits)
3. **Sociology 302:** Social Research (4 credits). Prerequisites: Statistics 101, Computer Science 101.
4. **Social Work 310:** Human Behavior in the Social Environment (3 credits)  
Prerequisites: Sociology 101 or 102 or Social Work 203.
5. **Psychology 209** and a psych elective or Social Work elective from the list below (6 credits)\* Prerequisite: Psychology 101
6. Biology 105 or Biology 205: Human Biology and Human Anatomy and Physiology
7. Economics 101: Principles of Economics

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

- SCWK 202: Introduction to Women's Studies (3 credits)
- SCWK 205: Gerontology (3 credits)
- SCWK 220: Case Management
- SCWK 221: Crisis Intervention (Fall)
- SCWK 222: Death and Dying (Spring)
- SCWK 224: International Social Work
- SCWK 320: Alcohol Abuse and Alcoholism (3 credits)
- SCWK 450: Special Topics in Social Work
- SCWK 501: Independent Study (1 – 8 credits).  
\* Psychology 209 is Developmental Psychology

Social Work Electives

**SCWK/SOC 202 - Introduction to Women in Society (3 credits)**

The historical, cultural, institutional, and sociological sources circumscribing the role women play in today's society; myths and misunderstandings about women; the contributions of women in society. Open to men and women. *Fall, Spring.*

**SCWK 205 – Gerontology (3 credits)**

This course provides the student with an introduction to the study of the aged and aging in the context of contemporary American society. The student will derive both a theoretical and practical understanding of aging individuals and families and the aged as an increasing segment of society. Since gerontology is an interdisciplinary field of study, course content includes the social, psychological, physical/health, political and economic aspects of growing old. *Spring.*

**SCWK 220 – Case Management (3 credits)**

This course explores the use of case management in public and private human services programs. Applicable to many professions, the course focuses on issues of eligibility, efficient use of community resources, program planning, and models of case management. Additionally, it discussed the role and function of individuals that provide case management.

**SCWK 221 – Crisis Intervention (3 credits)**

This course will provide students with a basic understanding of crisis theory and crisis intervention. Students will become familiar with the characteristics of a crisis, assumptions of crisis theory and crisis intervention models. Students will also come away from this course with

an understanding of the different types of clients and crises they face. Students will also develop a competency in working with clients of differing culture, race, and ethnic backgrounds. Students, for example, will understand the unique stressors recent immigrants confront and how social workers can implement culturally-sensitive crisis interventions. In addition, students will become familiar with the role of culture, ethnicity, and race in issues of depression, schizophrenia, violence, and illness and death and dying.

**SCWK 222 – Death and Dying (3 credits)**

This course explores the universal and profound experience of death, dying, and bereavement to prepare the student to increase their understanding of the concept of death through exploration of death and dying in art, literature, philosophy, theology, and social sciences.

Terminal illness, the dying process, grief, and suicide are emphasized, as well as how these topics are influenced by race, class, gender, cultural values, and religious beliefs. Consideration will be given to the contextual perspective of death and dying with attention paid to the beliefs and needs of individuals, families, and communities as they relate to loss and mourning. Special topics (hospice, living wills, children's bereavement, etc.) will be discussed.

**SCWK 225 – International Social Work**

This seminar is designed for students interested in international social work practice and policy abroad or transnational or transcultural social work practice and policy in the United States with immigrants, refugees, international adoptions, advocacy work concerning international issues, etc. This seminar is also relevant to social work students who wish to apply principles of social development and asset-based community development in disenfranchised, marginalized and vulnerable communities anywhere.

**SCWK 450 or above – Special Topics in Social Work**

Because social work is an ever changing discipline, we often will be asked to produce a course specific to those changes. The topics vary based on interest of the students interested. Previous topics include several that are now added to our regular electives lists. We have also offered topics on mental health, treatment modalities, and violence against others.

**SOCIAL WORK PARADIGM**

<b>FALL</b>			<b>SPRING</b>		
<b>Freshman</b>		<b>Credits</b>			<b>Credits</b>
<b>WRIT 102</b>	<b>Research Writing</b>	<b>3</b>	<b>MATH 101 or higher</b>		<b>3</b>
<b>BIOL 105</b>	<b>Human Biology</b>	<b>3</b>	<b>SCWK 223</b>	<b>Group in Theory and Practice</b>	<b>3</b>

<b>SCWK203</b>	<b>Intro to Social Welfare</b>	<b>3</b>	<b>SOC101 or SCWK/SOC 202</b>	<b>Gen Sociology or Intro to Women and Society</b>	<b>3</b>
<b>PLSC102</b>	<b>American Nat'l Gov</b>	<b>3</b>	<b>PSYC101</b>	<b>Intro Psychology</b>	<b>3</b>
<b>ECON101</b>	<b>Principles I</b>	<b>3</b>	<b>RLST 105</b>	<b>Franciscan Goals</b>	<b>3</b>
<b>CORE 103</b>	<b>Community Enrichment Ser</b>		<b>Core 113</b>	<b>First Year Seminar</b>	<b>3</b>
			<b>CORE 104</b>	<b>CES II</b>	
		<b>15</b>			<b>18</b>
<b>Sophomore</b>					
<b>PHIL205</b>	<b>Phil-Reasons-Resp</b>	<b>3</b>	<b>Hist Elective</b>	<b>American history preferred</b>	<b>3</b>
<b>SOC201</b>	<b>Soc Persp of Family</b>	<b>3</b>	<b>SCWK402</b>	<b>Cultural Diversity</b>	<b>3</b>
<b>PSYC209</b>	<b>Developmental Psychology</b>	<b>3</b>	<b>STAT101</b>	<b>Statistics I (GETM II)</b>	<b>3</b>
<b>LIT 104 or 201 or 202 or 204 Or 207 Or 270</b>	<b>Intro to Literature</b>	<b>3</b>	<b>Fine Arts</b>	<b>FNAR, ART, MUS or THTR</b>	<b>3</b>
<b>LANGUAG E</b>	<b>Foreign Lang 102 OR HIGHER or ASL</b>	<b>3</b>	<b>SCWK Elective</b>	<b>Elective</b>	<b>3</b>
		<b>0</b>	<b>CPSC</b>	<b>Into to Computer</b>	<b>3</b>
		<b>15</b>			<b>18</b>
<b>Junior</b>					
<b>SCWK310</b>	<b>HBSE (GETM IV)</b>	<b>3</b>	<b>SCWK314</b>	<b>Social Welfare Pol</b>	<b>3</b>
<b>SCWK315</b>	<b>Processes I</b>	<b>6</b>	<b>SCWK316</b>	<b>Processes II</b>	<b>5</b>
<b>PHIL/RLST 300</b>	<b>Phil/Religion elective</b>	<b>3</b>	<b>SOC302</b>	<b>Social Research</b>	<b>4</b>
<b>SCWK/Free</b>	<b>Free Elective</b>	<b>3</b>	<b>Free Elective</b>		<b>3</b>
<b>EXAM 301*</b>	<b>Writing Competency Exam</b>	<b>0</b>	<b>SCWK/PUBH/PSY C</b>	<b>SCWK/Free Elective</b>	<b>3</b>
		<b>15</b>			<b>18</b>
<b>Senior</b>					
<b>SCWK425</b>	<b>Field Instruction</b>	<b>15</b>	<b>SCWK426</b>	<b>Senior Seminar</b>	<b>3</b>
			<b>SCWK or PSY</b>	<b>Social Work Preferably</b>	<b>3</b>

				<b>Abnormal Psych</b>	
			<b>SCWK</b>	<b>Elective</b>	<b>3</b>
			<b>CORE 407</b>	<b>Keystone Seminar</b>	<b>3</b>
			<b>Free Elective</b>		<b>3</b>
			<b>Written and Oral comps</b>		
		<b>15</b>			<b>15</b>

\*Students also take a non-credit Junior English Exam Fall or Spring of junior year

## **RECOMMENDED ELECTIVES**

### **SOCIAL WORK**

**SCWK/SOC 320 - Alcohol Abuse and Alcoholism**  
**SCWK/SOC 202 - Introduction to Women's Studies**  
**SCWK 205 – Gerontology**  
**SCWK 220: Case Management**  
**SCWK 221: Crisis Intervention (Fall)**  
**SCWK 222: Death and Dying (Spring)**  
**SCWK 224: International Social Work (Taiwan)**  
**SCWK 450: Special Topics in Social Work**

### **SOCIOLOGY**

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

### **PSYCHOLOGY**

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

### **PUBLIC HEALTH**

**PUBH 101 – Intro to Public Health**  
**PUBH 320 – Health Care Law and Policy**

## **BIOLOGY**

**BIO 103 – Environmental Studies**

**BIO 203 -Ecology**

**BIO 301 - Genetics**

## **PHILOSOPHY**

**PHIL 307 - Environmental Ethics**

**PHIL 312 - Health Care Ethics**

## **TRANSFER CREDIT POLICY**

Students transferring to the Saint Francis University Social Work Department 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 Department Chair. 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 department accredited by the Council on Social Work Education or approved by the state of Pennsylvania’s agreement with junior colleges. 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 Department Chair for a final decision on transfer credit.

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

## **SOCIAL WORK AS A DISCIPLINE**

### **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 Departments required to meet basic needs and support the development of capacities and abilities.
- The pursuit of such policies, services, and Departments 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.

### **Historic Competencies of the Entry Level Professional Social Worker**

The basic competency relationship to social work education is not new. In the 1970's Baer and Federico identified ten competencies for social work practice for generalist social workers. The ten basic competencies which were identified as necessary to the entry level social worker 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 Departments; 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 Department as a social work major is provisional.

### **Request for Admission and Process:**

The university has 2 forms that students use to apply to the program as an incoming student or as a student transferring from another major within the university. The undergraduate application form for admittance can be found at [https://my.francis.edu/ICS/Future\\_Students/](https://my.francis.edu/ICS/Future_Students/) on the University's website. The admissions form includes:

Section 1: Profile- this section contains information such as the prospective students name, address, contact information, citizenship and military information if the student has served.

Section 2: Family Information- this section evaluates the students identified guardians, legacies, significant relationships, and whether the student is eligible for tuition remission or exchange.

Section 3: Admission and Education Information – This section discusses the students’ academic interest or major, when they plan to enroll, financial aid plan, honors program interest, housing needs and educational background.

Section 4: Resume and Essay- This section includes an area where students write about their jobs, activities, honors and so forth in a resume and co-curricular activities such as sports, clubs, organizations etc. The second part of the section is where potential students write an essay about themselves with 5 different topic areas from which they choose one.

Section 5: Activities and interest- This section has a list of all the activities offered by Saint Francis University in music, theater and art; sports; spiritual formation; Greek life; service activities; clubs and organizations; and study abroad.

Section 6: Additional Information- This section provides a place for applicants to discuss aspects of their lives that allows additional information for the final decision by the admissions office.

Section 7: Signature- This section contains an area that has applicants identify criminal and/or disciplinary action involving the student from 9<sup>th</sup> grade on. Once the applicant responds to this area, the applicant confirms they had read the policy admission and deadline form and the university’s statement of non-discrimination.

The student then has a checklist they review to be sure that all parts of the application have been responded to and then they submit the application. It is completely online.

Once the admissions office receives the application, it is reviewed by enrollment staff in a primary and secondary review to determine if the student is appropriate for acceptance into the university. The student is then sent a decision letter indicating the schools position. There are three letters the student can receive. A letter of acceptance into the social work program. If accepted, the student’s name and contact information is given to the department chair and/or designee to follow up with the applicant. The Social Work Department contacts all accepted students, providing additional information about the program. The students officially meet with social work faculty in the next student orientation session.

The student may also receive a letter of acceptance with the requirement to the social work program and the OASIS program. The OASIS program offers supportive services for students transitioning from high school to college.

The final letter of acceptance is a conditional acceptance and is called acceptance into the exploratory program. The admissions committee in this case feels a student must carefully determine their major or work to assure that they can meet the requirements of the major.

**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 Department 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 2.2 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 Department.

The formal entrance occurs during the sophomore year or when 49 credits are obtained, although for administrative purposes, students can be identified as social work majors in their freshman year.

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 Department. 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.

### **Academic Performance**

All students are given a regular performance evaluation each semester, and they have access to all grades on their unofficial transcript, located in my francis.edu, Social Work students are held responsible to the same criteria for grading as other majors on campus. According to the Saint Francis University Website, the following identifies how academic performance is evaluated. Once degree students have completed two semesters of enrollment, their academic records will be reviewed on a regular basis whether they are making satisfactory academic progress as shown below. During each two semesters (normally one academic year), students will be required to complete a minimum number of credits, depending on the type of program. This review will be:

Progress is checked two ways depending on when you started full-time enrollment. For example: if you begin the fall semester, your progress will be checked at the end of the spring semester. At this time, you must have maintained satisfactory progress in order to receive aid for the following academic year. If you begin in the spring, your progress will be checked at the end of the following fall semester. At that time, you must have maintained satisfactory progress in order to receive aid for the upcoming spring and fall semesters.

A student can only repeat a late-drop or failed course ONCE to be counted toward academic progress.

Credits to be included in total number completed are those for which the student receives a grade of A, B, C, D, or P (credit by examination). Credit for which the student receives a grade of W, WP, WF, or I will not be included, although "I" (Incomplete) grades which result in a determination of unsatisfactory progress may be reviewed upon completion of course

work. Incomplete grades not completed by the end of the academic contracted date are computed as "F"s.

### **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 Department 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 Departments having published Department appeal policies must follow the Department 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. Information of the grade appeal process can be found at <https://catalog.francis.edu/content.php?catoid=11&navoid=317&hl=%22academic+polic+y%22&returnto=search>

### **GRIEVANCE PROCEDURE**

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

1. Complaints will be taken seriously and investigated in a matter 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 Department, such as the Counseling Center, may be suggested as appropriate.
6. Cases in which the student is not in agreement with the findings following the grievance procedure can take their case to the Academic and Professional Review Committee.

### **Academic & Professional Performance Review Committee (APPRC)**

Professional Departments have unique obligations that transcend academic performance obligations to the profession and to the client system. Accordingly, the Social Work Department 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 Department Chair. 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 Department.
2. Students must have at least a C in all required social work courses to continue in the program.
3. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable dialogue with other people.
4. 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 are included in this category.
5. 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. According to the NASW Code of Ethics:
  - (a) "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.
  - (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making

adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others .

These behaviors include but are not limited to excessive substance abuse, sexual misconduct, physical assault, stalking, bullying, illegal weapons possession threatening others, harm to self, intimidation, excessive absenteeism from call or field and others. Any behavior that the Saint Francis University Student Development office deems worthy of suspension will be reviewed and proper consideration regarding removal from the program will result.

6. Failure to adhere to field agency policies and professional standards.
7. 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.
8. Students may self-refer to this committee should they experience a concern beyond the scope of their academic advisor.
9. 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 Department that meets as needed. Its membership includes the Dean of the School of Health Sciences and Education and faculty members appointed to the committee by the Dean. Confidentiality considerations preclude student membership on this committee at this time. Any student, faculty member or field instructor may request a meeting of this committee at any time for review of problematic performance. The APPRC was formed in 2013.

#### 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 Department. 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 department. Unsatisfactory completion of the plan may result in the student's termination from the social work department.

### **Students Needing Academic Assistance**

Faculty of the social work department are aware that students sometimes have difficulty with certain classes and may need additional assistance to successfully complete a course. The social work faculty will do the following in cases where students determine they do need additional assistance. The faculty of the department may also recommend that a student seek additional assistance, although final determination of accepting assistance is by the student.

1. Student will meet with the student's advisor and discuss the need for assistance. They will formulate a plan of assistance.
2. In situations when the class the student is struggling with is outside the social work major, the student may consider seeking aid from the Center for Academic Success. The center provides tutoring at no cost to the student. The tutoring program is certified through the International Tutor Certification Program sponsored by the College Reading and Learning Association.
3. If the student is struggling with a social work class, the student will meet with the instructor and discuss a plan for additional assistance as needed.

If this proves unsuccessful, the social work faculty will meet and discuss additional methods or interventions to assist the student.

### **Accommodations for Special Needs**

The following information is available from the Saint Francis University website.

<https://www.francis.edu/Academic-Support-Services/>

#### Accessibility Services

Saint Francis University is a community that welcomes and embraces students with physical and academic disabilities. Each disability is unique and for this reason, services are individually tailored to the needs of each student.

The Coordinator of Academic Support and Accessibility Services is located in St. Francis Hall. Please contact (814) 472-3176 or [cas@francis.edu](mailto:cas@francis.edu) with questions or for more detailed information on available services.

For more information, please review our Disability Services.

#### Testing

The Center for Academic Success in Francis Hall provides five private testing rooms for students in need of a distraction-free environment for their exams. These rooms are electronically monitored and need to be reserved in advance. Additional accommodations are available as needed. If a student has a documented learning disability, the student should contact the Academic Support and Accessibility Services Coordinator, St. Francis Hall, (814) 472-3176. For more information, please review our Testing and Tutoring details.

#### Tutoring

The Tutorial Services offered on campus are an important component of academic success. Qualified undergraduate tutors are available to all students at no charge. Tutorial sessions are offered in a centralized location, in our Tutoring Center on the 3rd floor of the Saint Francis University Library and Learning Commons. Students can schedule appointments in groups or come in to get help on an individual basis. Students in either the SAGE or OASIS programs can also use a set amount of tutoring hours as a substitute for mandatory study hours. Our tutoring program is certified through the International Tutor Certification Program sponsored by the College Reading and Learning Association.

For more information, please review our Testing and Tutoring details.

#### OASIS

The program is designed for first-year students who, upon applying for admission, have demonstrated a need for academic support and whose secondary school records indicate potential for college success. Students in the program receive extra support for their academic and social transition to college. The program teaches and reinforces important academic skills, while also introducing them to services across campus that will help them succeed.

For more information, please review our OASIS details.

## ACT 101

The Act 101 Program was created as a result of the Pennsylvania Higher Education Equal Opportunity Act 101 in 1971 and focuses on serving undergraduate students in order to make the ideal of educational opportunity a reality for all qualified students. Support services include access to free textbooks through our lending library, assistance with class registration, free peer and group tutoring, workshops, and academic and career counseling. If you are a resident of Pennsylvania, contact the Center for Academic Success to determine eligibility. For more information, please review our ACT 101 details.

## SAGE

The SAGE Program is designed for students who are experiencing academic difficulties. The program provides students with a structured study environment for six hours weekly under the supervision of University faculty and staff who serve as their SAGE Coach.

## University Appeals Process

Any student who does not agree with the decisions made by the Academic and Professional Performance Committee should appeal the decision following the policies of the University. The university has an Academic Appeals Policies, found in the University catalog, <https://catalog.francis.edu/content.php?catoid=11&navoid=317&hl=%22academic+policy%22&returnto=search>

### **Student non - academic grievances related to field education experience will be handled within the Social Work Department 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 are still being 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 Department 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 Department 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 Health Sciences 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 at [https://my.francis.edu/apps/sfu\\_policies/policy\\_detail\\_search.asp?policy\\_id=413&user\\_id=8444&searchtxt=SEXUAL](https://my.francis.edu/apps/sfu_policies/policy_detail_search.asp?policy_id=413&user_id=8444&searchtxt=SEXUAL)

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

### **No Harassment Policy**

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 creates 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 EDUCATION RECORDS**

The information regarding these areas is found at

[https://my.francis.edu/apps/sfu\\_policies/policy\\_detail\\_search.asp?policy\\_id=546&user\\_id=8444&searchtxt=PRIVACY](https://my.francis.edu/apps/sfu_policies/policy_detail_search.asp?policy_id=546&user_id=8444&searchtxt=PRIVACY)

**Policy Title:** Privacy of Student Records and Release of Information (FERPA)

**Responsible Office:** Registrar's Office

**Policy Officer:** VP for Academic Affairs

**Scope:** |Faculty |Staff |Student

**Approved By:** President's Council

**Approved Date:** 6/1/2016

**Effective Date:** 3/27/2017

### **WAIVERS**

1. The Social Work Department 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 required liberal arts foundation courses for waiver.

### **CRITERIA FOR COUNSELING STUDENTS OUT OF THE DEPARTMENT**

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 Department. Students should maintain at least a 2.2 grade point average during their enrollment in the Social Work Department.
3. **Failure in Field Instruction:** Students who fail field instruction during any one semester cannot remain in the Department. Additionally, students not following the Dictates of the Field manual of the Social Work Department may also be subject to having ongoing membership in the Social Work Department 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 freshmen advisor. They are assigned social work faculty advisors at this point. ( See SFU Catalog) All students declaring a social work pre-major meet with the Department advisor on the final day of freshman orientation. The Department 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 Department Chair assigns all advisees to full time faculty as the students enter the Department. The advisees are usually placed alternately between the Chair and the other faculty. When there are concerns regarding a students' late academic placement in the Department (e.g. starting the Department as a junior) the Department Chair usually take the student to assist in helping the students 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 Department 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.

Students may request to change academic advisors. We usually try to accommodate their request.

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 given to the student by the adviser.

## **OBJECTIVES OF THE ADVISEMENT PROCESS**

The Objectives are:

1. To acquaint students with the Department.
2. To assist students in the choice of academic courses relevant to the needs of the Department 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 Department.
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 Department and the possible learning experiences that students can expect to find in each setting.
7. To assist students who either decide to leave the Department or who may be encouraged to leave the Department 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. To have social work students meet with the staff from the SFU Career Services Office during the Fall semester of the senior year.
5. To assure that students have met requirements to graduate from the major.

### **STUDENT RECORDS**

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

### **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 in accordance with university and faculty policy. 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.

## **SAINT FRANCIS UNIVERSITY SOCIAL WORK ADVISORY BOARD**

The Saint Francis University Social Work Advisory Board is a group of students, program alumni, professional social workers, allied professionals and community leaders who support the Baccalaureate Social Work Department. Members are appointed by the Chair of the social work department.

The purpose of the Board is to provide:

1. A means for disseminating information about the Program, and to advocate for the social work department within the university and community.
2. Suggestions for program improvement, including identifying areas of the curriculum which may need modification or development.
3. Help in developing cutting-edge education, research and community engagement opportunities.
4. Advise and assist in soliciting and maintaining field placements for students.
5. Assistance to the department regarding compliance with the standards and guidelines of the Council on Social Work Education through discussion and evaluation.
6. Provides guidance with respect to the identification and outreach to potential students.
7. To provide a major source of professional input from the social work practice sector.
8. To assist the Social Work Program in keeping abreast of current trends and needs of the social work profession .

The Advisory Board meets at least once each year to address social work practice, policy, and curriculum issues that are emerging in our local community.

Students in the department elect a representative to the social work advisory board. Students elected must be at least junior level social work majors. This requirement is because there are sometimes non-social work majors in the Social Work Club, where students vote at the second fall meeting for their representative. The president of the Social Work Club is also placed on the advisory board. This makes 2 students that are actual members of the board, although any student may attend advisory board meetings.

## **PART III**

### **SOCIAL WORK ORGANIZATION, PARTICIPATION AND FACULTY**

#### **Social Work Club**

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

#### **NASW**

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 Pennsylvania Chapter 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.

#### **Phi Alpha Honorary Society**

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.

### **STUDENT PARTICIPATION IN THE SOCIAL WORK DEPARTMENT**

#### **Students Involvement in Policies of the Department**

Students have many opportunities for participation in formulating and modifying policies affecting academics and students affairs. In addition to informal meetings with faculty in which concerns are voiced and policy discussed, there are several additional opportunities to impact policy formally.

Students in the Social Work Club often propose program activities related to their policies impacting them. Any social work major may be a member of the club.

Students also have input into our field placements by evaluating experiences as interns. They also may suggest possible field sites, which are then accessed for approval by the Field Director.

Senior students, the semester of their graduation, have a senior exit interview where they discuss their thoughts and feelings regarding the education.

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 Department and its integration with academic course content.

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

Student input is valued highly at SFU. The social work department recognizes social work students as adult learners who have valuable feedback to offer the faculty for the growth of the social work department. This feedback includes planning, contracting, implementing, and evaluating of the department. 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. A group of students meet with the prospective hire over lunch and in other meetings. Students' comments are reviewed and considered by the search committee. Each candidate teaches a session from their interest area to a group of social work majors who then give their opinion to the search committee and department.

### **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. This occurs in the second meeting of the field coordinator, field instructor and student in the field agency.

## **SOCIAL WORK DEPARTMENT FACULTY**

**Dr. Mark T. Lynch, Chair of Social Work, Professor of Social Work and Professor of Women's Studies.**

Ph.D., University of Pittsburgh ,  
MSW, West Virginia University

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

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

Department Directors, National Association of Social Workers  
Psycho-Therapist/Consultant Employment

Manager, Independent Monitoring For Quality (IM4Q)

Swatsworth Award for Outstanding Faculty winner 2001

SFU Club Advisor of the Year 2017-2018

Monitor Phi Alpha Honorary Social Work Society

Member of Iota, Iota, Iota Honorary Women's Studies Society

Formally a licensed Social Worker, State of Pennsylvania

Diplomate in Clinical Social Work

Conemaugh Counseling Associates, Conemaugh, PA Team Leader & Psychiatric Social Worker

Osborne Center, Conemaugh Valley Memorial Hospital

Has served on Faculty Senate, and the committees of Academic Appeals, Salary and Benefits, Faculty Development, Student Development, Resources, Program Review, University Compliance, as well as many Ad hoc and search committees.

**Ms. Suzanne Black, ABD Associate Clinical Professor of Social Work Field Coordinator**

DSW Candidate, University of Pennsylvania -ABD

MSSA, Case Western University

BSW, Saint Francis University

Member, CSWE, Council on Social Work Education

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

Facilitate the Lilian Kennedy Annual Golf Tournament, to benefit the Families of Spinal Muscular Atrophy 2005-2013 and 2015- current

Faculty Affairs Committee: Spring 2017

Faculty Development Committee 2008-2012

Swatsworth Award Winner 2011

Coleman Award Winner 2011

Acute, Long term and Hospice care experience

Home Health Social Worker

Bereavement Group Facilitator

We also have adjunct faculty. These faculty are chosen for their expertise area in different topics and their ability to effectively inform students.

## PART IV

### 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 Intervention Skills.*** In the broadest sense, the acquisition of assessment and intervention 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. How do you feel about racial minorities and other diverse groups. 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 Department? 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 Departments, 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 Department 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 Departments. 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 Department’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 Department 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**

The student is also required as part of the general education requirements to participate in 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 students are involved in a community service project for the Social Work 315 class. Students learn to develop and use community organization skills and raise money for a special cause. Recently the cause has been CURE Spinal Muscular Atrophy and has been a golf tournament. 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 expected to keep a record and journal of their experiences.

In Social Work 316 students are assigned to an agency in the area to work in a helping capacity for a period of one day weekly. While the students do assume the responsibility of a professional worker, they do take some part in the helping process. (Students are required to complete 100 hours/1 day per week for 13 weeks)

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 in 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 intervention 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. Students are assigned to the agency for 12 weeks for a total of at least 100hours.

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

## **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 explained 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. Students in senior field are required to be at the agency a total of 400 hours.

## **THE UNIVERSITY ROLE**

The Coordinator of the senior field instruction Department 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 Department, 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 Department. 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 Department, 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 Department understanding and improvements 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 abilities 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 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. Provide own transportation to and from agency. Students are not to transport clientele.
3. 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);
4. Preparing for conferences, meetings, presentations;
5. Integrating theoretical knowledge with practice skills;
6. Keeping all commitments to agency with promptness, cooperation, reliability, and responsibility;
7. Attending seminars regularly;
8. Keeping track of hours spent in conjunction with the field experience and the keeping of a daily log; and uploading weekly logs to field coordinator on due date.
9. Complete a minimum of 400 hours, driving to and from placement is not part of the client interaction.
10. Fulfilling assigned tasks.
11. Conducting themselves in an appropriate and responsible manner, consistent with the NASW Code of Ethics.
12. Complete all necessary background check as required by the agency and then provide a copy to the social work office.
13. Cell Phone usage is to be for agency work only. Personal use of cell phones should be limited to break and/or lunch times.
14. Social Media sites cannot include any information pertaining to internship.

15. Create with the field instructor an agency a learning agreement according to program specifications and the social work competencies and practice behaviors. Agreements are sent to field coordinator during the 4<sup>th</sup> week of the semester and then once completed and signed by field instructor at the end of the semester.
16. 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. Appointment of field instructor with a minimum of a BSW or MSW with two year post graduate experience. If BSW or MSW is not available a faculty member with practice experience will provide supervision.
3. As much as possible, providing space and equipment for student use.
4. Providing task assignments that meet field education goals and students' needs.
5. As much as possible, securing mileage for the student who is traveling on agency business just as for an employee.
6. Discussing with field coordinator and student the student's level of performance in the mid-term and final reviews.
7. Support a focus on diversity among its staff and service programs with demonstrated attention to potentially vulnerable and/or oppressed client groups.
8. Clearly define the agency's program and methods of intervention.
9. Provides orientation to the agency.
10. Will sign and abide by placement contract.

### **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 rest 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.

A letter grade of A, A-, B+, B, B-, C+, C, D, F will be given by the field instructor during the final evaluation. Included in the final grade for practicum is field work, completion of all assignments and discussions in class. The Field Coordinator and Department Chair will also discuss final grading for the semester.

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.

Assessment materials and assignments can be seen in the Saint Francis University Social Work  
Field Manual.

### **Criteria for the Selection of Field Instruction Settings:**

The University recognizes that there are various types of settings that have the potential of offering students a valid field instruction Department. 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 must possess a BSW or MSW with a minimum of 2 year post graduate experience. 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 Department 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 Department 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 Department, 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 V**

### **ASSESSMENT AND FORMS**

#### **COMPREHENSIVE EXAMINATION**

Part I consists of a written essay test covering the integrated content of the required curriculum in social work related to competencies and practice behaviors. 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.

#### **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**

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**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.**

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**What are your career plans after graduation?**

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

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

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**What hobbies and activities interest you?**

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**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 Department 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.

Student's Name

Date of Contact

\_\_\_\_\_

\_\_\_\_\_

Concern(s):

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

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

\_\_\_\_\_ Delay of continuation in the social work Department until provisions are satisfied

\_\_\_\_\_ Dismissal from the social work Department

I \_\_\_\_\_ agree/ \_\_\_\_\_ disagree with the above recommendations

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Department Director

\_\_\_\_\_  
ent Chair

SOCIAL WORK PARADIGM AND CHECKLIST

**SOCIAL WORK PARADIGM**

<b>FALL</b>			<b>SPRING</b>		
<b>Freshman</b>		<b>Credits</b>			<b>Credits</b>
<b>WRIT 102</b>	<b>Research Writing</b>	<b>3</b>	<b>MATH 101 or higher</b>		<b>3</b>
<b>BIOL 105</b>	<b>Human Biology</b>	<b>3</b>	<b>SCWK 223</b>	<b>Group in Theory and Practice</b>	<b>3</b>
<b>SCWK203</b>	<b>Intro to Social Welfare</b>	<b>3</b>	<b>SOC101 or SCWK/SOC 202</b>	<b>Gen Sociology or Intro to Women and Society</b>	<b>3</b>
<b>PLSC102</b>	<b>American Nat'l Gov</b>	<b>3</b>	<b>PSYC101</b>	<b>Intro Psychology</b>	<b>3</b>
<b>ECON101</b>	<b>Principles I</b>	<b>3</b>	<b>RLST 105</b>	<b>Franciscan Goals</b>	<b>3</b>
<b>CORE 103</b>	<b>Community Enrichment Ser</b>		<b>Core 113</b>	<b>First Year Seminar</b>	<b>3</b>
			<b>CORE 104</b>	<b>CES II</b>	
		<b>15</b>			<b>18</b>
<b>Sophomore</b>					
<b>PHIL205</b>	<b>Phil-Reasons-Resp</b>	<b>3</b>	<b>Hist Elective</b>	<b>American history preferred</b>	<b>3</b>
<b>SOC201</b>	<b>Soc Persp of Family</b>	<b>3</b>	<b>SCWK402</b>	<b>Cultural Diversity</b>	<b>3</b>
<b>PSYC209</b>	<b>Developmental Psychology</b>	<b>3</b>	<b>STAT101</b>	<b>Statistics I (GETM II)</b>	<b>3</b>
<b>LIT 104 or 201 or 202 or 204 Or 207 Or 270</b>	<b>Intro to Literature</b>	<b>3</b>	<b>Fine Arts</b>	<b>FNAR, ART, MUS or THTR</b>	<b>3</b>
<b>LANGUAG E</b>	<b>Foreign Lang 102 OR HIGHER or ASL</b>	<b>3</b>	<b>SCWK Elective</b>	<b>Elective</b>	<b>3</b>
		<b>0</b>	<b>CPSC</b>	<b>Into to Computer</b>	<b>3</b>
		<b>15</b>			<b>18</b>
<b>Junior</b>					
<b>SCWK310</b>	<b>HBSE (GETM IV)</b>	<b>3</b>	<b>SCWK314</b>	<b>Social Welfare Pol</b>	<b>3</b>
<b>SCWK315</b>	<b>Processes I</b>	<b>6</b>	<b>SCWK316</b>	<b>Processes II</b>	<b>5</b>
<b>PHIL/RLST 300</b>	<b>Phil/Religion elective</b>	<b>3</b>	<b>SOC302</b>	<b>Social Research</b>	<b>4</b>
<b>SCWK/Free</b>	<b>Free Elective</b>	<b>3</b>	<b>Free Elective</b>		<b>3</b>
<b>EXAM 301*</b>	<b>Writing Competency Exam</b>	<b>0</b>	<b>SCWK/PUBH/ PSYC</b>	<b>SCWK/Free Elective</b>	<b>3</b>
		<b>15</b>			<b>18</b>
<b>Senior</b>					

<b>SCWK425</b>	<b>Field Instruction</b>	<b>15</b>	<b>SCWK426</b>	<b>Senior Seminar</b>	<b>3</b>
			<b>SCWK or PSY</b>	<b>Social Work Preferably Abnormal Psych</b>	<b>3</b>
			<b>SCWK</b>	<b>Elective</b>	<b>3</b>
			<b>CORE 407</b>	<b>Keystone Seminar</b>	<b>3</b>
			<b>Free Elective</b>		<b>3</b>
			<b>Written and Oral comps</b>		
		<b>15</b>			<b>15</b>

\*Students also take a non-credit Junior English Exam Fall or Spring of junior year

## Social Work Student Checklist

<b>Core Requirements</b>	<b>Credits</b>	<b>Social Work Requirements</b>	<b>Credits</b>
English 103	3	Social Work 203 (Intro to Social Welfare)	3
English 104	3	SCWK 310 (Human Behavior and the Social Environment)	3
History 103 or 104 (recommended)	3	SCWK 201 The Family in Theory in Practice	3
		SCWK 223 Group in Theory and Practice	
CORE 113	3	SCWK 314 Social Welfare Policies, Programs and Issues	3
CORE 211*	0	SCWK 315 Social Work Processes I	6
CORE 212*	0	SCWK 316 Social Work Processes II	5
CORE 103	0	SCWK 425 Field	15
CORE 104	0	SCWK 426	3
Bio 105 Human Biology GETM II or III	3	<b>Total</b>	<b>41</b>
SCI 101	3	<b>Required Collateral Credits</b>	
Language Elective	3	Statistics 101	3
Computer Science	3	SOC 302 Research	4
Economics	3	SCWK 402 Cultural Diversity GETM III or IV	3
Political Science 102	3	Psych 209 Developmental Psychology	3
Psychology 101	3	Social Work or Psych Elective	3
Sociology 101 or 202	3	<b>Total</b>	<b>16</b>

Speech/selected elective	3	Free Elective	
Math 101 or higher	3		
Fine arts	3		
Philosophy	3		
Religion	3		
<b>Philosophy or religion to fit thematic minor GETM I</b>	<b>3</b>		
<b>TOTAL</b>	<b>54</b>	<b>Total</b>	<b>17</b>
<b>Written comps</b>	<b>0</b>	<b>JEE</b>	<b>0</b>

**\*Not necessary for student entering after 2020**