

**CARLOW UNIVERSITY
SOCIAL WORK DEPARTMENT
STUDENT HANDBOOK
2011-2013**

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Revised February 2011

PREFACE

Purpose and Use of the Student Handbook

The *Social Work Student Handbook* is designed to provide information that you will need to complete the Bachelor of Social Work degree. It contains information that will help you to plan your program of study for the Social Work major. Based on the Social Work values of self-determination and respect for the individual, this information will assist you in planning and assessing your progress in the major.

Some of these policies have been set by the University's curriculum approval process. Others have been set by the Social Work Department for admission into the Program, and others were set by the faculty for field placement and appear in the *Field Manual*. The Social Work Student Organization and University advising and registration procedures set additional policies. These procedures are included in this *Handbook*. Your academic advisor will be happy to assist you in any of these areas. Please remember, it is ultimately your responsibility to learn and meet requirements that are outlined in the *Handbook*.

Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors Act Regulations.

It is important for students who are considering the profession of social work to be aware of these regulations. Refer to the following web site.

www.dos.state.pa.us/bpoa/LIB/bpoa/20/10/socwkbd-act.pdf.

Note: among the many qualifications necessary for licensure in Pennsylvania, according to the Board, the following regulation holds:

An applicant shall be qualified for licensure to hold oneself out as a licensed social worker, provided he or she submits proof satisfactory to the board that:

- 1) *He or she is of good moral character.*
- 2) *He or she has received a master's degree in social work from an accredited school of social work or social welfare or a doctoral degree in social work.*
- 3) *He or she has passed an examination duly adopted by the board.*
- 4) *His or her application has been accompanied by the application.*
- 5) *He or she has not been convicted of a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as The Controlled Substance, Drug, Device and Cosmetic Act, or of an offense under the laws of another jurisdiction, which, if committed in this Commonwealth, would be a felony under The Controlled Substance, Drug, Device and Cosmetic Act, unless: please refer to the PA Social Workers, Marriage and Family Therapists and Professional Counselors Act for details.*

Students must realize that successful completion of the Social Work Program does not guarantee the right to a position or the right to licensure in Pennsylvania or in any other jurisdiction. In addition, students may be asked to obtain Child Abuse and Criminal Background clearances as pre-requisites to a volunteer or field placement experience.

CARLOW UNIVERSITY MISSION

Carlow University, a Catholic, women-centered, liberal arts institution embodying the heritage and values of the Sisters of Mercy, engages its diverse community in a process of life-long learning, scholarship, and research. This engagement empowers individuals to think clearly and creatively; to actively pursue intellectual endeavors; to discover, challenge, or affirm cultural and aesthetic values; to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world. The mission enhances the creative learning environment, enabling persons of diverse racial and cultural groups to share their values with one another. Dedication and excellence on the part of faculty and staff is required to carry out the mission. It also requires that personal actions and behaviors of faculty and staff model the mission statement. For that reason, the University makes every effort to hire faculty and staff who have excellent professional qualifications and who strongly support the mission of the University and are sensitive to religious beliefs.

SOCIAL WORK DEPARTMENT MISSION STATEMENT

The primary mission of the Carlow University Social work department is to educate and prepare students for generalist social work practice with individuals, groups, communities, and organizations. Generalist social work education is based on a liberal arts background and social work foundation that includes ethics, values, skills, and knowledge. The program is committed to the promotion of leadership, especially for women, and a belief in compassionate service for the empowerment of the populations we serve. This practice is governed by the NASW Code of Ethics that reflects and advocates for social justice, change, and the alleviation of human suffering in personal and professional life.

This Program's mission is guided by that of the University as we educate students in the area of effective communication, critical thinking, lifelong learning, and as students become aware of and sensitive to other cultures and values.

NONDISCRIMINATION POLICY

Believing that we are members of a global community and that education must contribute to the creation of a just and peaceful world, Carlow accepts the challenge to be a multicultural community of learners. Multicultural, for us, is inclusive of diverse cultures, religions, races, languages, nationalities, dialects, sexual orientations, and perceived socio-economic status. According to this broad definition, we believe that every facet of Carlow should be multicultural: curriculum, student life, and composition of students, faculty and staff. Most importantly, we believe that our attitudes and behavior must reflect a deep and active appreciation of multicultural diversity and inclusiveness.

DEPARTMENT OF SOCIAL WORK NONDISCRIMINATION POLICY

The Carlow University Social Work Department is committed to the standard of non-discrimination. This policy is discussed with students and is included in all course syllabi. It appears in the *Social Work Handbook, the Field Manual*, and the *University Catalog*. The policy is also shared with all Advisory Board members. The non-discrimination policy states:

The Carlow *University* Social work department is committed to a policy of non-discrimination on the basis of religion, race, gender, nationality, age, sexual orientation, perceived socio-economic status, or disability. This policy applies to all aspects of the program including admission, retention, and discontinuance.

THE GENERALIST PERSPECTIVE

Generalist social work practice uses a problem solving process that involves engagement with micro, mezzo, and macro systems. This process includes values and ethics such as self-determination and confidentiality infused throughout every major course and integrates the foundation areas of the profession including diversity, challenged populations, and social justice. These processes are discussed using a framework of theories such as: holistic, bio/psychosocial/spiritual, ecological, and person-in-system perspectives.

PROGRAM GOALS

The goals of the Carlow University Social work department are as follows:

1. To prepare students for generalist social work practice with the skills, values, ethics, and knowledge to work with diverse populations of various sizes including individuals, families, groups, communities, and organizations.
2. To provide students with a foundation of liberal arts and scientific inquiry that links to the professional foundation of social work and prepares students for admission into an MSW program as well as entry-level professional practice.
3. To offer students (primarily women) personal, academic, and professional development which will encourage lifelong learning, self-evaluation, and empower them to apply these skills to the profession and the community.
4. To prepare and promote students' ability to gain knowledge of and experience with contemporary social issues, to respond to issues with practice that is driven by policy, to acquire the necessary skills required to evaluate practice, institute change and understand how those changes impact various constituencies.

PROGRAM'S EDUCATIONAL COMPETENCIES

The program's educational principles mirror the Council on Social Work Education (CSWE) Curriculum Policy Statement noted in the CSWE Handbook of Accreditation Standards and Procedures. These ten competencies act as guiding principles for the social work major and as a means by which to measure successful completion of necessary social work outcomes.

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

GENERAL INFORMATION

The Social Work Department is fully accredited by the Council on Social Work Education.

CURRICULUM CONTENT FOR A BACHELORS IN SOCIAL WORK

The Professional Foundation Areas

Social Workers must demonstrate proficiency and competence in 5 professional areas:

1. **Professional Values and Ethics**

The BSW has an integral relationship to social work purposes and to the fundamental

values, knowledge, and skills of social work. The Code of Ethics guides all practice for professional social workers. Values include the rights of self-determination, the dignity and worth of all humans, the uniqueness of individuals, and the rights to resource opportunities. These concepts are infused throughout the entire curriculum.

2. **Diversity**

The social work profession, by virtue of its system of ethics, its traditional value, commitments, and its long history of work in the whole range of human services, is committed to preparing students to understand and appreciate cultural and social diversity. Differences and similarities in the experiences, needs, and belief of people is infused throughout all courses and experiences.

3. **Special Populations**

The social work department provides content related to oppression and to the experiences, needs, and responses of people who have been subjected to institutionalized forms of oppression. It also specifically provides content on ethnic minorities of color and women. Content is infused throughout the curriculum.

4. **Social and Economic Justice**

Students develop an understanding of the dynamics and consequences of economic justice, including all forms of human oppression and discrimination. Theory and practice content presents strategies for achieving social economic justice and combating cause and effects of oppression.

5. **Human Behavior and Social Environment**

In keeping with social work's person-in-environment focus, students need knowledge of individuals as they develop over the life span and have membership in families, groups, organizations, and communities, students need knowledge of the relationships among human biological, social psychological, and cultural systems as they affect and are affected by human behavior.

6. **Social Welfare Policy and Services**

The major aims of study in this area are to prepare professionals to function as informed and competent practitioners in providing services and as knowledgeable and committed participants in efforts to achieve change in social policies and programs. Students are expected to develop skills in the use and application of scientific knowledge to the analysis and development of social welfare policy and services. They should know the structure of service programs and the history of the organized profession and other social welfare institutions. Social work means to advance the achievement of social work goals and purposes.

Courses in the sequence include: Introduction to Social Work, Introduction to Social Welfare, and Social Welfare Policy Analysis.

7. **Social Work Practice**

Social Work Practice embraces multiple methods and models, including generalist practice and a variety of concentrations. Social Work Practice occurs with individuals, families, small groups, organizations, and communities. The curriculum content relating to practice must include knowledge base and practice skills. The practice skills taught for use in any practice context and with any size system must reflect an integration of professional purposes, knowledge, and values. The practice courses offered include: Social Work with Individuals, Social Work with Families, Social Work with Groups, and Social Work with Communities and Organizations. Theories and Methods of Practice is also required of all social work majors.

8. **Research**

Informed criticism and a spirit of inquiry are the basis of scientific thinking and of systematic approaches to the acquisition of knowledge and the application of it to practice. The content on research should impart scientific methods of building knowledge for practice and of evaluating service delivery in all areas of practice. *Research Methods for Social Sciences and Research Methods II* are required of all social work majors. Research content is infused throughout all social work courses.

9. **Field Practicum**

The 500 hour field practicum is an integral part of the curriculum in social work education. It engages the student in supervised direct service activities, providing practical experience in the application of the theory and skills acquired in all the foundation areas. The objective of the practicum is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker.

The practicum is during the fall and spring semesters of the senior year. Students begin to prepare for generalist practice by integration of knowledge and skills through agency experiences. Seminars are taken concurrently to promote self-awareness as well as integration of theory and practice.

Carlow University is committed to the total development of the student as reflected in the mission statements of the University and the Social Work Department. One method of achieving this is to promote a strong liberal arts education. Students complete a liberal arts base through the fulfillment of all Core Curriculum requirements.

Students should refer to the *Carlow University Academic Catalog* to review the University Core Curriculum Requirements. A copy of the Social Work Curriculum Guide can be found on the next page, which incorporates the Core curriculum.

CARLOW UNIVERSITY
SOCIAL WORK MAJOR CURRICULUM

Freshman Year

FALL

CC100 College Writing & Research 3cr.
 CC101 Presentation & Argumentation 3cr.
 PY101 Intro to Psychology 3cr.
 SW104 Intro to Social Work (S) (SL)3cr.
 Soc. Sci. FYE 1cr.
 13cr.

SPRING

CC102 Quantitative Reasoning 3cr
 SO152 Intro to Sociology 3cr.
 BIO157 Contemporary Biology (N)4cr.
 LAI 3cr.
 LAI 3cr.
 16 cr.

Sophomore Year

FALL

SW201 Intro to Social Welfare 3cr.
 SW302 SW with Individuals 3 cr
 SW301 Writing Lab for SW302 1 cr
 SW214 HBSE I 3cr
 *LAI course 3cr.
 Elective Course or M 110 or M120 (M) 3cr.
 16cr

SPRING

SW270 Cultural Awareness (G) 3cr
 SW204 Theories & Methods 3cr
 SW216 HBSE II 3cr
 *LAI course 3cr
 Required Elective 3cr
 15cr

Junior Year

FALL

SW304 Families 3cr.
 *LAI course 3cr.
 *Statistics (MAT 115 M) or Py301, Mat106 3cr
 Required Elective 3cr
 Required Elective 3cr.
 15cr

SPRING

SW305 Groups 3cr.
 Required Elective 3cr
 Interdisciplinary course or LAI 3 cr
 SW303 Social Welfare Policy 3cr.
 *LAI course 3cr.

15cr

Senior Year

FALL

SW 421 Research 3cr.
 SW 401SL Communities 3cr.
 SW 402 Field Placement I 5cr.
 SW 405 Field Seminar I 1 cr.
 LAI course 3 cr.
 15 cr.

SPRING

SW 422 Research II 3cr
 Required Elective 3cr
 SW 406 Field Placement II 5cr
 SW 407 Field Seminar II 1cr
 Required Elective 3cr
 15 cr

Total credits in Curriculum Guide-120

Graduation credits needed 120

Major credits needed 52

+Required electives should be chosen from the list provided. Exceptions can be made when approved by the faculty advisor.

*--200 level or higher

*If you choose to take Py301 or MAT106 for your statistics course, you must take MAT110 first to meet the Math requirement of the University.

Students must apply to the Upper-Level Program after successful completion of the following courses: CC100, CC101, CC102, SW104, SW201, SW214, SW301, SW302, BIO, MAT 110,120 or MAT 115; PY101, SO152, and 100 documented volunteer hours in a social work related area.

March 2010

REQUIRED ELECTIVES

CM 225	POLITICAL COMMUNICATION
CM 236	GENDER DIFFERENCES IN COMMUNICATION
CM 242	PUBLIC RELATIONS
CM 357	COMMUNICATION ETHICS
CM 370	COMMUNICATION AND HEALTH CARE
PL 101	INTRODUCTION TO POLITICAL SERVICE
PL 201	AMERICAN GOVERNMENT: FEDERAL
PL 202	AMERICAN GOVERNMENT: STATE AND LOCAL
PY 203	PERSONALITY THEORY
PY 205	CHILD PSYCHOLOGY
PY 208	ADOLESCENT AND ADULT DEVELOPMENT
PY 209	ABNORMAL PSYCHOLOGY
PY 240	PSYCHOLOGY OF BLACK AMERICANS
PY 265	PSYCHOLOGY OF WOMEN
PY 303	INTRODUCTION TO COUNSELING
PY 287	COUNSELING AND THERAPY FOR THE AGED, SICK AND DYING
PY 414	COUNSELING AND THERAPY FOR ALCOHOL AND DRUG ADDICTION
SO 151	CULTURE AND SOCIETY
SO 180	INTRODUCTION TO CRIMINOLOGY
SO 215	FAMILY AND SOCIETY
SO 225	MINORITIES AND THE LAW (<i>w</i>)
SO 230	WOMEN IN CULTURE AND SOCIETY
SO 251	CROSS CULTURAL CHILD REARING (<i>r, s, w</i>) (G & W)
SO 260	URBAN COMMUNITY (<i>q</i>)
SO 314	SOCIAL PROBLEMS
SO 315	JUVENILE DELINQUENCY
SO 328	AMERICAN WOMEN AND THE LAW
SO 365	GLOBAL RELATIONS
SO 387	PUBLIC POLICY
SO 405	CONTEMPORARY SOCIOLOGICAL THEORY
SW 105	SERVICE LEARNING
SW 218	FORENSIC TREATMENT AND CORRECTIONS (<i>r, w</i>)
SW 226	*NETWORKING IN THE COMMUNITY (SL)
SW250I	*MEDIA and SOCIAL CHANGE (<i>r, s, w</i>)
SW 265	PSYCHOLOGY of WOMEN (W)
SW 400	INDEPENDENT STUDY
SW 404	*DEATH AND DYING (G)
SW 430	*CRISIS INTERVENTION (<i>w, t</i>)

Revised March, 2010

Course Descriptions

SW 104 Introduction to Social Work (3)

This course reviews social work as a profession, its historical development and current practice settings. Emphasis is placed on professional values and ethics. This course is required for social work majors, but is also applicable to students from related fields that want to explore social work. Students are required to complete a 40-hour observation experience. Also PY 144 and SO 104. No prerequisites. *Fulfills the requirement for Service Learning and Social & Behavioral Sciences Core.*

PY 101 Introduction to Psychology (3)

This course is a survey of the field of psychology including the fundamental areas of learning, sensation perception, the biological bases of behavior, motivation, personality, and adjustment. No prerequisites.

BI 157 Contemporary Biology (4)

This is a basic course in biology currently offered to the general University population. Its focus is human biology. As the social work student population grows, the biology department has agreed to create a section of this course for social work students and tailor it's focus specifically to this major. No prerequisites.

SW 201 Introduction to Social Welfare (3)

This course is designed to provide an overview of the historical perspective of the development of social welfare institutions and policies, the relationship of policy to social welfare programs and services, and social work values. No prerequisites.

SO 152 Introduction to Sociology (3)

A general survey of sociological concepts aiming at a basic understanding of modern society and its complexities. Culture, society, and individuals are studied within the framework of social institutions. No prerequisites.

SW 214 Human Behavior and the Social Environment I (3)

This course is designed to provide the student basic information about the interaction of personality, environment, and culture in shaping the individual. Emphasis is placed on the impact this development has on society and the social worker's role of intervention. Also PY 214. Prerequisite SW 104, PY 109, BI 157, or permission of instructor.

SW 216 Human Behavior and the Social Environment II (3)

This course extends the application of the multidimensional framework (biological, physical, social) of HBSE I (SW 214) to the exploration of human behavior in groups, organizations, and communities to achieve a theoretical, conceptual, and practical understanding of the workings of the macro social environment. An ecosystems perspective is emphasized in developing a working knowledge of the operation and impact of macro systems on human behavior. Primary consideration is given to concepts of empowerment, diversity, populations-at-risk, and the promotion of social and economic justice.

SW 218 Forensic Treatment and Correction

An exploration of interdisciplinary practices within the correctional environment that present serious challenges to health care professionals who work in the correctional system. This course emphasizes a team approach in providing treatment to forensic consumers as well as the general population of a correctional environment. *Also listed as PY/SO 218. Fulfills the Research and Writing skills requirement.*

3 credits

SW 226 Networking in the Community

An exploration of the community resources and services that are available to social workers and the populations they serve. Students will be required to spend time at agency settings in order to better understand the service delivery system and its impact on people. *Fulfills Service Learning requirement. No Prerequisites. 3 credits*

SW 250 Media and Social Change

An analysis of the role the mass media play in developing, sustaining, and challenging stereotypes related to gender, race, and social class. Students will explore changes in policy and institutions that may be needed to improve the representation of social groups within media portrayals, employment, and ownership. This course is team taught as an interdisciplinary course that integrates perspectives from communication studies and social work perspectives. *Also listed as CM 250. Fulfills Interdisciplinary requirement (New Core and Old Core) and Writing, Speaking, and Research Skills integrated courses (New Core).*

SW 270 Cultural Awareness and Human Services (3)

The goal of this course is to help students develop an understanding of a practical social services process-stage approach for services delivered to ethnic and cultural groups. Given our culturally diverse society, intervention practice approaches have universal application to service-specific populations. Drawing on cultures as wholistic designs for living, insights and strategies to address human needs and concerns from a culturally sensitive perspective will be covered. Also SO 270. Prerequisite SW 104 or permission of instructor. *Fulfills Global requirement.*

SW301 Social Work Writing Lab (1)

Social Work Writing Lab is a required course for all social work majors who are enrolled in the Social Work with Individuals (SW302). Individualized and small group assignments will provide students with supplemental instruction and academic support as they plan writing assignments for SW302, explore the writing process, and strengthen writing and critical thinking skills. The course will meet for 50 minutes per week.

SW 302 Social Work with Individuals (3)

The course provides an explanation of the basic knowledge, values, and skills of the profession of social work. The students become familiar with theoretical knowledge, develop basic interviewing skills, and utilize values clarification to understand what is involved in effective, ethical social work practice in a diverse society. Prerequisite SW 104, SW 201, BI 157. Co-requisite is SW301. May be taken simultaneously with SW 214. SW majors only.

SW 303 Social Welfare Policy and Analysis (3)

This course is part two of the social welfare sequence. Students develop an understanding of current social welfare policies and learn to analyze and discuss their implications. Prerequisite SW 201 or permission of instructor.

SW 304 Social Work with Families (3)

This course requires application of knowledge and skill of generalist social work practice. Discussion and skill building around work with families is emphasized. Prerequisite SW 301 and 302. SW majors only.

SW 305 Social Work with Groups (3)

This course requires application of knowledge and skill of generalist social work practice. Discussion and skill building around work with groups is emphasized. Prerequisite SW 301,302. SW majors only.

SW 430 Crisis Intervention (3)

This course is designed to give a general overview of the various types of crisis situations practitioners may encounter when working with individuals, groups, families, and communities. In addition, the course will offer various techniques and provide presentations on a variety of components needed to assist the student in understanding the concepts of crisis intervention and debriefings. Emphasis is placed upon a general understanding of the implications of techniques to modify, manage and cope with certain crisis situations. Prerequisite SW 104 and PY 109 or permission of instructor. *Fulfills writing skills requirement.*

SW 421 Research Methods for Social Sciences I (3)

This is an interdisciplinary course for students majoring in a social science. Students learn the fundamentals of research design and gain an understanding of a variety of research methods. As a final project, students will develop a research proposal. *Fulfills the Research and Writing skills requirement.*

SW 422 Research Methods II (3)

This is an applied course designed for students to gain field experience in social science research. Students complete a comprehensive research project using the research design in SO 306. Prerequisite: SO 306.

SW 402 Field Placement I (5)

This is a supervised placement in a selected human service agency that allows the student to integrate theory with micro, mezzo, and macro practice. Prerequisite: SW 302 and 304. Concurrent enrollment in SW 401, 405, and SO 306 is required. Only Social Work majors who have been admitted to the Social work department may register for this course.

SW 405 Field Placement Seminar I (1)

A seminar designed to bring students together in a group setting to help integrate the field experience with classroom theory. Concurrent enrollment in SW 402 and SO 306 is required. Only Social Work majors who have been admitted to the Social work department may register for this course.

SW 406 Field Placement II (5)

This is the second in a two-sequence field placement series. The field placement is designed to familiarize students with advanced skills and increased competence in utilizing skills acquired in SW 405. Concurrent enrollment in SW 407 and SO 309 is required. Only Social Work majors who have been admitted to the Social work department may register for this course.

SW 407 Field Placement Seminar II (1)

A seminar designed to bring students together in a group setting to integrate theory with practice via the field experience in SW 406. Prerequisites SW 402, 405, and SO 306. Concurrent enrollment in SW 406. Only social Work majors who have been admitted to the Social work department may register for this course.

2.

Functions of CSWE Educational Policy and Accreditation

1. Educational Policy

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

2. Accreditation

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

- Mission and Goals
- Explicit Curriculum
- Implicit Curriculum
- Assessment and Continuous Improvement

3. Program Competencies

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.

4. Engage diversity and difference in practice.
5. Advance Human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

4. Foundation Curriculum Content

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

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics.

Educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

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

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

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

4.4 Social Welfare Policy and Services

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

4.5 Social Work Practice

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

4.6 Research

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

4.7 Field Education

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

on the basis of criteria by which students demonstrate the achievement of program competencies and practice behaviors.

Curriculum

The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and competencies. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation.

Program Changes

The Council on Social Work Education (CSWE) supports change necessary to improve the educational quality of a program in relation to its goals. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that a accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, program notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs etc., depending on the nature of the change, the Commission on Accreditation may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of the CSWE Educational Policy Statement.

ADMISSION TO THE UNIVERSITY

There are two categories under which students may enroll at Carlow: Matriculated and Non-Matriculated students.

Matriculated students are officially admitted to the University in a certificate, certification or degree-granting program, based upon an evaluation of academic credentials. Non-matriculated students are students that are taking courses and have not yet officially enrolled in a certificate or degree-granting program. Non-Matriculated students need not submit credentials before enrolling for classes.

Traditional freshman candidates for admission to Carlow University must present high school records, class rank and SAT or ACT scores. A recommendation from the secondary school principal, a teacher or guidance counselor may be submitted if the student chooses to do so. A personal interview is strongly recommended. In general, the University requires at least a B average, and rank in the upper two-fifths of her class.

ADMISSION TO THE ADVANCED LEVEL OF THE PROGRAM

Students identified as social work majors may be considered for admission to advanced level courses of the Carlow University Social Work Department. After completion of the courses listed below, and an acknowledgment of a commitment to the profession, students may apply to the upper level of the program. An application is included in this Handbook, or a copy may be downloaded from the Carlow University Web Site. Please contact your academic advisor if you

have questions.

Admission to the advanced level of the social work department is a formal process and students may apply by completing an application. The application includes a personal statement, two letters of reference, and documented supervised (100) volunteer hours at a social service agency. Students must have a GPA of 2.5 to be fully admitted into the Advanced Level of the Program. Students with a GPA below 2.5 may be admitted on a one semester provisional basis. Prior to completion of the application students should schedule a meeting with their academic adviser. Once the application is complete it should be forwarded to the admissions committee so that an interview can be scheduled. The following courses should be completed before application to the Program is made:

CC 100 University Writing and Research	100 volunteer hours with a social service agency
CC 102 Quantitative Reasoning	SW 104 Introduction to Social Work
CC101 Presentations and Argumentation	SW 201 Introduction to Social Welfare
PY 101 Introduction to Psychology	SW 214 Human Behavior and Social Environment
BIO 157 Contemporary Biology	SW301 Social Work Writing Lab
MAT110 College Algebra or MAT115	SW 302 Social Work with Individuals
SO 152 Introduction to Sociology	

Students who have identified themselves as a Social Work majors should complete all aforementioned courses prior to taking other Social Work courses, and must apply for admission to the upper level of the Program, meet admission criteria, and be accepted by the Program Admission Committee. The Social work department does not grant social work credit for life experience as previous work experience.

In order to progress from one semester to the next, students must:

1. complete the program of study in the prescribed sequence
2. maintain an overall average of 2.5
3. earn a minimum of “C” in all social work required courses, and
4. talk with their advisor each midterm to review individual progress, attitudes and values, responsibility, and appropriateness of program fit.

Procedure for Formal Application

1. Submit completed BSW application, a current transcript, personal statement, and have two references that attest to applicant’s responsibility and aptitude in social work sent to the Social Work Department Admissions Committee by March 15 and October 15.
2. Upon receipt of all application materials, the admissions coordinator will schedule an oral interview with the Program Admissions Committee. The interview with the Program Admission Committee seeks to clarify the student’s interest in the social work major and the student’s preparedness for the high level of maturity and emotional demands of the major. The decision of the Committee is based on submitted materials, the oral interview, and documents pertinent to the student’s University academic career, and the Admissions Committee Evaluation Form.

3. Following the Committee's review of all the above, the Committee's decisions are forwarded to the Chair of the Department. Upon review, each applicant is sent a letter by the chair of the social work department, which indicates the decision was "Accept," "Conditionally Accept," or "Reject" the Application. Students who receive a conditional acceptance letter are expected to adhere to the conditions outlined in the admissions letter. These students will be re-interviewed to re-assess their interest and preparedness within the subsequent year and at the time a decision will be made to accept, reject, or in special circumstances to continue the conditional acceptance with new conditions.

Students who do not satisfy the admission requirements to the upper level of the program and are rejected may not continue to take Social Work required courses, with the exception of elective courses that are open to the University in general. Students admitted on a provisional status may continue to take social work required courses with close supervision and remedial work. Once Social Work is declared as a student's major students will have personal advisement by a Social Work faculty member.

Performance at the "Accepted" status is required for entrance into field placement. Thus, attainment and maintenance of a 2.5 grade point average is necessary. Students must also demonstrate behavior and comply with the NASW Code of Ethics.

Personal Statement

The personal statement should be approximately 3-4 double-spaced typed pages and consist of the following:

1. A discussion of your understanding of the social work profession.
2. A description of your personal qualities that match those of the social work profession.
3. A description of people and/or events that influenced your interest in the social work profession.
4. A comprehensive assessment of your oral and written communication skills and identify areas that need improvement.
5. A description of your leadership skills and experiences and their future application.
6. An in-depth description of your strengths and limitations. Identify those that might affect your performance during your academic studies or professional practice (i.e., flexibility, role adoption, working with diverse populations/communities).

TRANSFER STUDENTS

In general, students from junior and community colleges who have earned an Associate in Arts degree and most who have earned an Associate in Science degree can make a smooth transfer into Carlow University.

Students who transfer prior to the completion of the associate degree requirements or who transfer from four-year institutions should have a QPA of 2.5 (on a 4.0 system). Course work will be evaluated on a course-by-course basis. Credit is generally given for courses in which the student earned a C or better. Course credit for life experience is not granted by the Carlow University Social Work Department.

Carlow students who choose to take a course at another institution must first obtain the authorization of their faculty adviser and the Academic Dean prior to registering for that course. A copy of the completed authorization form will then be sent to the Office of the Registrar. It is the student's responsibility to request that an official transcript be forwarded to the Carlow University Office of the Registrar upon completion of the course.



Carlow University
Department of Social Work

Social Work Department Admission Application

I. Name _____ Date _____

Home Address _____

City _____ Zip Code _____

H: Phone _____ Cell _____ e-mail _____

Campus Address _____

Full-time _____ Part-time _____ Gender _____ Date of Birth ____/____/____

Total Credits Completed: In Social Work _____ Total at Carlow _____

List Social Work Courses Completed: _____

Currently Enrolled Social Work Courses _____

Cumulative Grade Point Average _____

II. Admission Essay: Please address the following questions in 3-4 double-spaced typed pages. Your structured responses will assist the committee members interviewing you regarding admission into the Social work program. Cite specific examples for support of positions addressed.

1. A discussion of **your** understanding of the social work profession.
2. A description of your personal qualities that match those of the social work profession.
3. A description of people and/or events that influenced your interest in the social work profession.
4. A comprehensive assessment of your oral and written communication skills and identify areas that need improvement.
5. A description of your leadership skills and experiences and their future application.
6. An in-depth description of your strengths and limitations. Identify those that might

- affect your performance during your academic studies or professional practice (i.e., flexibility, role adaptation, working with diverse populations/communities).
7. Statements of your professional career objectives and goals.

III. List all your volunteer and paid human service experiences on a separate sheet and provide verification for them. Indicate the number of supervised hours and your activities at each experience. Written verification of these experiences is required. Students should have completed at least 100 hours.

IV. Two letters of reference from individuals who can identify the student's strengths, weaknesses, specific skills, and suitability for social work. No letters will be accepted from Carlow Social Work faculty and only one may be from a Carlow faculty member outside the Department. Letter must be mailed to the Social Work Department Admissions Committee.

V. Attach a copy of your resume.

Please return to the Social Work Admission Committee Chairperson, the Department of Social Work by _____.

ORAL INTERVIEW RATING SHEET

Student _____ Date _____

Evaluator _____

Please consider the following qualities when rating the applicant.

	1 Not suitable	2 Minimally suitable	3 Very suitable	4 Exceptionally suitable	5 Suitable
1. Verbal articulation skills	1	2	3	4	5
2. Written skills	1	2	3	4	5
3. Commitment to Social Work as a profession	1	2	3	4	5
4. Ability to articulate a beginning understanding of social work knowledge beliefs, skills, and values	1	2	3	4	5
5. Overall personal qualities such as: self-confidence, maturity, independence	1	2	3	4	5
6. Poise, compassion, honesty, creativity	1	2	3	4	5
7. Non-judgmental attitude, humor	1	2	3	4	5
8. Life experience factors that influence career choice.	1	2	3	4	5
9. Applicant's overall "potential" for the social work profession	1	2	3	4	5

Other comments :

Social Work Department Admission Interview Summary

Interviewee's Name _____ Interviewer's Name _____
Date _____

Interview Questions

	Acceptable	Needs Follow-up
1. Why do you want to be a social worker?		
2. Have your life experiences influenced your career choice?		
3. What are the personal strengths you feel you can bring to the profession?		
4. Describe the human service related experiences you have had.		
5. What do you think social work practice at the B.S.W. level involves?		
6. One of the foundation areas for this program is social and economic justice. What does this mean to you and how do you see yourself carrying this out?		
7. Based on course work and field experiences, what qualities do you think are necessary to be an effective social worker?		
8. What skills do you think are necessary to be an effective social worker?		
9. What do you plan to do 5 years from now?		
10. What is your vision for the future?		

Social Work Admission Committee Evaluation

Student Name _____

Oral Interview:

Excellent	=3_____
Good	=2_____
Fair	=1_____
Poor	=0_____

Personal Statement (Content):

Excellent	=3_____
Good	=2_____
Fair	=1_____
Poor	=0_____

Writing Skills:

Excellent	=3_____
Good	=2_____
Fair	=1_____
Poor	=0_____

References:

Excellent	=3_____
Good	=2_____
Fair	=1_____
Poor	=0_____

GPA:

4.0-3.5	=3_____
3.49-3.0	=2_____
2.99-2.5	=1_____
2.49-2.0	=0_____

TOTAL _____/15

General Comments:

Recommendation

Accept (15-12)	_____
Discuss (11-8)	_____
Reject-Discuss (7-0)	_____

Signature _____ Date _____

REGISTRATION FOR COURSES

It is to your advantage to meet with your faculty adviser prior to registration deadlines to complete registration. Before you come in for pre-registration, you should review your schedule of courses and prepare a rough schedule of the courses you think you need to fulfill your requirements. *The Course Curriculum Guide is located on page 10 of this Handbook.* During your advising meeting, your adviser will assist you in planning a schedule that meets your degree requirements. Students may self-register using Webadviser.

A student is officially registered for a course when named on the official class roster. Changes in registration without financial or academic penalty may be made during the add/drop period, normally 12 to 14 days after classes begin. Thereafter, the student may withdraw from a course up to one week after the midterm. You are encouraged to keep a record of the courses you have taken on the Social Work

Social Work Faculty:

Sheila Roth, Ph.D., LSW

Department Chair, Professor, Antonian Hall 501, 578-6025

e-mail – sgroth@carlow.edu

James Kelly, Ph.D., LSW

Associate Professor, Antonian Hall 503-B, 578-8853

e-mail - jmkelly@carlow.edu

Emma T. Lucas, Ph.D., LSW

Professor, Antonian Hall 512-F, 578-6307

e-mail – etlucas-darby@carlow.edu

Jessica Friedrichs, MSW, MPH

Instructor, Grace Library 3rd floor, 578-6522

[e-mail-jfriedrichs@carlow.edu](mailto:efriedrichs@carlow.edu)

Students are assigned advisers when they declare Social Work as a major. Please contact the registrar's office or Dr. Sheila Roth if you have questions about your adviser assignment. Typically, your adviser will advise you until you complete the Program. All Field Placement advising is done by Dr. Jim Kelly. If a student would like to change her/his adviser for any reason she/he may do so by completing the Change of Adviser Form found in the Registrar's office.

You are encouraged to seek out your academic adviser to discuss your academic program, your career goals, and other areas of interest or concern. It is important that your records match those of your adviser. Therefore, share all relevant information with your adviser. Advisers post office hours on their doors and leave them with the Division secretary. Sign up sheets are posted on their doors for pre-registration so you can sign up for an appointment. *You are encouraged to make an appointment.* If conditions prevent you from keeping the appointment or from being on time for your appointment, be sure to inform your adviser. If an adviser is unable to keep an appointment, she/he will make every effort to contact you. **(Make sure that your Social Work**

file always has an up-to-date local address and phone number.) Because of the demands of registration periods, you are encouraged to make appointments for general academic concerns during less busy periods.

The Department Secretary, Patricia Frauenholz, is located in Antonian Hall - 503 and is available to provide assistance. She may be reached by phone at 578-6036.

CREDIT LOAD PER SEMESTER

The four-year degree program requires the completion of 120 credits. The normal load in any semester is 15 or 16 credits. One credit represents a unit of curricular material that normally is taught in a minimum of 14 hours of classroom instruction as determined by the faculty offering the course or program. Normally, the 120 credits. The normal load in any semester is 15 or 16 credits. One credit represents a unit of curricular material that normally is taught in a minimum of 14 hours of classroom instruction as determined by the faculty offering the course or program. Normally, the 120-credit degree requirement is distributed as follows:

- General education 44 credits
- Field of concentration 27 to 44 credits
- Electives 32 to 48 credits

FIELD PLACEMENT

Field instruction is an integral part of the curriculum in social work education. The objective of the practicum is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker.

During the junior year, the director of field placement holds a mandatory orientation session for perspective field students. By the senior year, students are prepared for field placement that is clearly designed with expected outcomes. The process of selecting agencies and field instructors is outlined in the *Field Manual* and facilitated by Dr. Jim Kelly, field director.

Field education has the benefit of allowing students to gain skills and test those skills in a practical setting. The student in field placement is fortunate to have neither the confinement of the classroom nor the pressures of working in the field full time. The student engages in field education by contracting with a social service agency. A field instructor, who in most cases is an MSW prepared social worker, works in cooperation with the faculty liaison and supervises the student. If the agency does not have an MSW available, the student will work with a daily task supervisor and will receive direct supervision from the MSW field instructor.

The time spent in field placement for each student will be three eight-hour days per week for two consecutive semesters (250 hours per semester). The agency hours of service will vary as will the type of services delivered.

Field education objectives involving mandatory micro, mezzo, macro experiences are a part of the total Undergraduate Social work department. Since the field experience complements classroom learning, they must always be viewed as a partnership. The general educational objectives of field education are to assist the student to:

1. Exercise self-directed learning, initiative and responsibility for oneself, one's work, and continuing education.
2. Gain an understanding of the role of the generalist social workers and form an identity with the profession of social work.
3. Describe his or her role and responsibilities toward clients, agency, and co-workers.
4. Acceptably perform the following social work functions:
 - engagement
 - data collection
 - interviewing and establishing appropriate relationships
 - assessment
 - contracting
 - intervention
 - evaluation
 - termination
 - recording
 - effective utilization of supervision
5. Identify and discuss professional, ethical and value related issues which arise from the experience in the agency.
6. Utilize theories of human behavior and social work methodology in assessing client competence.
7. Articulate the meaning of confidentiality and its implications for social work practice.
8. Conduct his or her professional behavior according to the social work code of ethics.
9. Verbally present, analyze, and discuss case material in contextually appropriate ways, with peers, supervisor(s), and co-workers.
10. Acquire a better understanding of current social issues, problems and programs, and to question current public and private policies and practices in social welfare services.
11. Demonstrate awareness of personal prejudices, biases, and stereotyping, as well as well as the ability to control these biases when working with people from life situations that differ from one's own.
12. Develop linkages within systems and between systems.
13. Become familiar with community resources and link clients to the appropriate resources.
14. Develop the ability to prepare and implement a plan of intervention, which takes into consideration possible gains and losses, the acceptable range of outcomes and the possible unintended consequences.
15. Demonstrate the ability to meet professional standards and to be progressively accepted as a beginning level social worker.

Students who are entering field placement will complete an application and participate in the pre-placement orientation held during the semester prior to placement. If you believe that you are ready to apply for field placement please confirm this with your academic adviser. Orientation sessions provide you with all the information you will need to begin the process of identifying an agency for your placement. Speak with Dr. Jim Kelly if you have field placement questions. Course and seminar expectation for the field practicum will also be presented at this time.

Following your interviews at potential agency sites, you will meet with the field placement director or field coordinator to finalize your placement selection. The field faculty will make the final decision and must be sure that the student's learning needs are being met. This evaluative process includes a review of the completed field education plan and learning contract. *See Appendix B.* Consideration will be given to such factors as structure of agency, management styles, and students' abilities, and the environment most conducive to the student's learning style.

To enter field placement, you must meet the following criteria:

- Have full acceptance into the advanced level of the social work program.
- Have completed courses SW104 through SW305.
- Have satisfactory standing within the Social work department, including having a 2.5 grade point average overall and in the major.

The Program is committed to providing an educational experience that builds upon the student's previous experience that allows for diverse practice exposure. For these reasons field placements with a current or former employer is permitted only when it is clear that the proposed site provides MSW supervision, will allow for meeting all the educational needs of field placement, provides opportunity for both growth and diverse experiences and assigned tasks as indicated in the field education plan that are significantly different from daily work activities as assigned by the employer, and is approved by the field instructor.

The orientation sessions provide students with the *Field Manual*, a syllabus, field education plan, learning contract, and the dates and details for the semester's placement, practicum seminars, conferences, and reports.

DISCONTINUANCE FROM FIELD PLACEMENT

A student may be dismissed from field placement for improper conduct. If for any reason the agency determines that a student's conduct is inappropriate or that the student has violated the NASW Code of Ethics, the field supervisor should notify both the student and the faculty field coordinator immediately by telephone and in writing. At this point the student may be asked to discontinue field placement until a full evaluation of the incident can be completed. The outcome may vary based on the evaluation.

If incidents are considered minor, consultation with the faculty field coordinator should be made and a meeting should be held with the student to discuss the incident and to correct the situation.

If the incident is considered major, the faculty field coordinator may terminate the student from the field placement course with a grade of “W,” “F,” or “I” as appropriate under the terms of the *University Catalog*. The faculty liaison should notify the Social Work Department of this incident in writing. A student who wishes to appeal decisions made under this policy should follow the appeals procedure outlined below.

If a student is terminated for non-academic reasons, he/she will have the right of an appeal and due process. The interest of both the student and the profession will be taken into account. The appeal process would begin with the Chair of the Social Work Department. If there is need for further appeal, the student will continue to follow steps of the Carlow University appeal process, which can be found in the *University Catalog* and the *Student Handbook*.

STUDENT RECORDS

All contents of the student’s academic record are open to that particular student for his/her inspection and review, except for confidential letters and recommendations where the student has signed away the right to those letters and recommendations.

PROBATION, ACADEMIC DISCONTINUANCE, AND RE-ENTRY

The *University Catalog* contains the standards and policies for academic probation and academic suspension. Conditions of warning, probation, and suspension, are identified in the *Catalog* and in the notification to the student. Conditions for re-entry also appear in the *Catalog*.

According to the Social Work Admission/Retention Policy, a social work major whose average falls below 2.5 is automatically placed on “Conditional” acceptance status.

Students who re-enter with less than a 2.5 must bring their average up to a 2.5 before they can be placed in the “accepted” category and continue advanced major courses.

If a student’s actions and/or language are in violation of the NASW Code of Ethics, the incident and the behavior will be documented in the student’s file and the student will receive a verbal warning. If the student has a second violation, the incident and behavior will be documented in the student’s file and a written warning will be given. In the event that the student has a third violation, the student may be terminated from the Social work department. If termination occurs, the student will be assisted with securing advisement in another academic area.

If a student is discontinued for non-academic reasons, he/she will have the right of appeal and due process. The interest of both the student and the profession will be taken into account. The appeal process would begin with the Chair of the Social Work Department. If there is need for further appeal, the student will continue to follow the steps of the Carlow University appeal process which can be found in the *University Catalog*.

A student who leaves the University while on “conditional” status in the major must demonstrate that they have met conditions set by the Admissions Committee in their letter of “conditional” acceptance. Simply being readmitted by the University does not automatically mean full acceptance into the Social Work major.

DISCONTINUANCE FROM THE PROGRAM FOR NON-ACADEMIC REASONS

A student accepted into the social work department is expected to conform to all standards established by the Program and the University. Failure to meet the standards listed below may result in discontinuance from the Program for non-academic reasons:

1. Violation of the NASW Code of Ethics.
2. Inability to function within the structure of organizations and service delivery systems in which the student will practice.
3. Failure to fulfill obligations to the Social work department, field agency or client, i.e., completion of required hours, coming to class or agency in a timely manner, adhering to dress code, meeting deadlines, completion of goals and referrals for client.
4. Illegal or criminal behavior or record which would preclude social work certification or licensing.
5. Inability to demonstrate effective use of interpersonal skills necessary for developing a solid worker/client or worker/peer relationship, i.e., attitude free of judgment, communicate with respect, allowing self-determination, empathy.
6. Personal issues which inhibit one’s ability to meet performance standards, i.e., alcohol or chemical dependence, inability to cope with stress and/or problems of daily living, actions or lack of action that would put another person in danger.
7. Failure to demonstrate professional conduct, which shows respect for human diversity.
8. Failure to maintain professional boundaries, i.e., over-identification, exploitation of client, sexual relations, extreme self-disclosure.
9. Failure to engage in self-evaluation and inability to accept constructive feedback and supervision.
10. Inability to express thoughts in written and/or oral form.

Final authority regarding continuance in the Program rests with the Social Work Department Chair in consultation with the Dean of the College of Arts and Sciences and other

necessary individuals. A discontinuance decision is serious and may have a profound effect on a person's future career; therefore, allegations and unverified circumstances will not weigh into the discontinuance decision. A student may initiate a grievance procedure if there is dissatisfaction with the discontinuance decision.

GRIEVANCE PROCEDURE

All efforts should be made to reach a resolution of the problem. This can be facilitated through honest, open, and assertive communication with all parties involved. However, if a resolution is not reached by informal means, a grievance procedure is available to all students. A grievance is a dispute or disagreement in regard to bias, prejudice, or unfair treatment in relation to a decision made by a faculty member. Generally, grades are exempt from grievance. If a grievance is appropriate, the following steps should be followed:

1. Meet with the faculty member or individual involved in an attempt to resolve the dispute informally.
2. Discuss concerns with the Academic Adviser.
3. Meet with the Department Chair.
4. If further action is necessary, a meeting should be scheduled with the Academic Dean. If an agreement is not reached at this point, the student must document the nature of the grievance, recommend a possible solution, and file it with the Department Chair in 30 days of the grieved action. This document must be signed and dated with copies forwarded to all parties involved. The Academic Dean shall respond to the documented grievance within a 10-day period.
5. If the student continues to be dissatisfied with the findings of the Academic Dean, a meeting to discuss the grievance should be scheduled with the Provost.

CLASS ATTENDANCE POLICY

The Social work department expects all students to attend classes on a consistent and regular basis. Students may find that it is necessary to be absent and are expected to notify the instructor in advance of all planned absences. It is the student's responsibility to contact the instructor as soon as possible following an absence in order to receive course materials distributed during the missed class. An absence is the failure to attend a class during its scheduled time block of 50 to 75 minutes or three-hours.

A student who anticipates an extended absence due to unavoidable circumstances, e.g., hospitalization, unexpected family problems, and military obligations, should contact the instructor as soon as possible.

INCOMPLETE GRADES AND COURSE WITHDRAWAL

Students considering incomplete grades (I) and withdrawal grades (W) must receive instructor's approval and present sound reasons based on difficulties beyond the student's

control. Students considering these actions must inform their academic adviser of their decisions. Students who do not satisfactorily complete required course work for the course in which the incomplete grade was granted may not be able to continue in the next level of course sequencing because prerequisites would not be completed. An incomplete grade at the end of a course is reserved for those students whose work is passing but who, for good reason, have assignments or examinations to complete. The rating of "I" is changed to "F" by the Office of the Registrar if not removed within six weeks after the next semester begins.

Withdrawal from a course must be made officially in the Office of the Registrar by the student one week after the midterm period. The date is published each year in the course registration book. Grades of students who do not complete a course and who have not withdrawn officially will be listed as "F" or "I" according to the instructor's judgment.

WRITTEN CLASS ASSIGNMENTS

Students are expected to communicate effectively orally and in writing. These skills are essential to the social work profession. All written assignments must be in proper English and conform to accepted rules of and conventions of good writing.

The quality of written assignment is compromised when a student's writing skills are poor. A student's performance suffers when a written assignment contains errors in grammar, misspelled words, improper documentation, and, in general, when a manuscript is poorly prepared. Quality writing skills are required by professional social workers who constantly communicate in writing through case documentation, reports and letters to agency personnel, clients, community members, legislators, funding sources.

Each instructor may establish guidelines for written assignments, but in general, the following rules must be observed:

1. All written assignments, including term papers and reports, must be typed, double-spaced all on one side of white, 8 ½ x 11" paper. All margins should be one inch.
2. Papers should identify a title, include proper documentation, and when required, a bibliography.
3. Prior to submission, written assignments should be proofread for misspellings, errors in grammar and punctuation, coherence. Facts should be checked and documented properly.
4. *The Publication Manual of the American Psychological Association*, 5th edition (2001) has been adopted by the Social work department as the style manual to be used for all written assignments. When other styles should be used, the student will be so advised by the instructor or field agency.

PLAGIARISM AND CRITICAL THINKING

Plagiarism is a commission of an act of academic dishonesty and leads to severe penalties in higher education. Forms of plagiarism include copying another student's work, submitting someone else's work as your own, and taking ideas from classes or readings and putting them on

without acknowledgment, citations or references. Ideas, including paraphrased ones, must be given credit by showing the source with an appropriate citation or reference. Intentional or Unintentional plagiarism threatens the integrity of the student and the University. *See appendix C for paper Guidelines for Scholarly Work.*

Critical thinking is a purposeful mental activity that can be used when writing papers and reports. Critical thinking is more than reading and it allows students to produce and evaluate ideas. Students will not only possess a body of information but will also be able to apply it to academic study and the Social Work profession and demonstrate it to instructors.

ACADEMIC INTEGRITY

Carlow students are expected to perform their educational tasks with a high regard for moral and ethical conduct. As an educational institution dedicated to the teaching of values as well as skills, Carlow expects students to assume personal responsibility for their actions. Specific written guidelines defining ethical behavior and the procedures that apply to those guidelines are available to all students in the Carlow University *Student Handbook*.

SOCIAL WORK STUDENT ORGANIZATION

The voice and vehicle for student involvement is the Social Work Association (SWA). In addition, SWA serves as an outlet for service and educational programming that enhances the formal educational experience, assists students in attending social work conferences and workshops, and provides fellowship and support for those pursuing common goals, both as persons and as aspiring social workers.

The Association has its own officers and Constitution (*see appendix D*). A representative will be identified to meet regularly with department faculty. Membership is open to all students and faculty in the Social work department or who have an interest in social, educational and service programs.

The Association will plan educational and social events. All majors must attend at least two meetings a year.

CHANGE OF ADDRESS OR TELEPHONE NUMBER

Always inform the Social Work and Registrar Offices of a change of local address or telephone number. A current address and phone number is important, especially when it becomes necessary to contact you in an official capacity to advise of course changes, cancellation of classes, when questions arise about course changes, cancellation of classes, questions that affect your academic status, and to send information from the Social Work Department.

INFORMATION BOARD AND FACILITIES

An information board outside Antonian 501 has announcements of meetings and lectures, graduate school opportunities, and other matters of general interest. NASW applications can be found online at NASW.ORG. Meetings and informal gatherings may be scheduled in Antonian 502 through the School for Social Change administrative assistant. Students may also use the lounge area in Antonian 501. Each social work major has an assigned mailbox in Antonian 501. All students are encouraged to check their mailbox regularly for mail and announcements.

STUDENT ORIENTATION

Each fall an orientation meeting is conducted for new freshman. In addition, in the Human Behavior and the Social Environment I course and the Theories and Methods of Practice course, an informal orientation session is held for new and returning students each year. The purpose of this meeting is for students to receive information and have a discussion about Program requirements and procedures. These two courses were chosen to provide access to program information to all students traditional and transfer.