

Social Work Student Handbook

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Presentation College Mission

Welcoming people of all faiths, Presentation College challenges learners toward academic excellence and, in the Catholic tradition, the development of the whole person.

Welcome to the Social Work Student Handbook

This handbook is designed as a guide for students in the Social Work Program at Presentation College. It includes policies, procedures and courses which are part of the BSW Program. This handbook is a supplement to the Presentation College Catalog.

What is Social Work?

- **Social Work** is a profession that is both an art and a science. It is based on values and assumptions of the strength and dignity of humankind. Within the art aspect of social work is the ability to work with and empathize with people. The science aspect is the concept of using a systematic problem-solving method to enhance the lives of others. Those considering social work as a profession should have a desire to work with people and be willing to promote their own personal growth and well being.
- **Social Work** as a profession, has values and convictions which include: the worth and dignity of all human beings, the human's capacity to grow and change, that all people have the right to lead satisfying and fulfilling lives.
- **Social Work** is a profession that continuously takes stock of unmet needs of individuals and society. This continuous evaluation leads to intervention and organization which fills the gap of unmet social-psychological needs and enhances daily living.
- **Social Work** is involved in finding and providing resources for people's and society's well-being. As such, workers are not only deliverers of services, but also agents of social change.
- **Social Work** as a profession, also acknowledges that, in fact, not all have been born equal. Thus, society owes equality of opportunity to all, to develop to their fullest potential, possibly including compensatory opportunities including affirmative action.
- As an individual a **Social Worker** must be aware and in control of their own needs as to best help others and must be able to tolerate ambiguity. A social worker must be more "people oriented" than "thing oriented" and have a knowledge of how people work and function within their surroundings (social environment).
- A **Social Worker** must have sensitivity to justice, seeking to advocate for oppressed and vulnerable members of our society.
- Professionally trained **Social Workers** identify with a national body. This is the National Association of Social Workers (NASW). Among other things, this organization provides a Code of Ethics and Standards of Practice for fields of social work to which all social workers must adhere, regardless of membership in this Association.
- **Social Workers** are concerned about the interaction of people and their environments. They provide services to people in need of help because of personal or societal circumstances.

Social Work services include:

1. Case management
2. Community development
3. Protective services
4. Mediation
5. Advocacy
6. Social action
7. Personal planning
8. Counseling

Social Workers are employed by:

1. Correctional Facilities
2. Community Centers
3. Government Social Services
4. Mental Health Facilities
5. School Systems
6. Family Agencies
7. Group Homes
8. Employee Assistance Programs
9. Hospitals
10. Nursing Homes
11. Court Services/Probation/Parole
12. Social/Recreational
13. Domestic Violence Programs

NASW Code of Ethics Summary of Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

HISTORY OF THE PRESENTATION COLLEGE SOCIAL WORK PROGRAM

Presentation College is an independent Catholic-Christian educational institution, sponsored by the Sisters of the Presentation of the Blessed Virgin Mary. It has as its mission to offer women and men the opportunity of education, self-actualization, professional excellence, and life-long learning. As an independent institution, Presentation College has the flexibility to evaluate and respond to emerging educational needs in this rural region. It is from this strength that the Social Work Program emerged.

In 1986, a Social Service Technician degree was begun at Presentation College. This program offered a professional base to social work practice. However, it soon became apparent that the two-year degree was insufficient for employment and licensure purposes. In the fall of 1992, an entering class of freshmen was accepted into the Bachelor Degree in Social Work Program. Many of the alumni from the Social Service Technician Program took advantage of this opportunity and continued their education or returned to Presentation College to complete this degree.

In the fall of 1997, a cohort of students began their program at the Lakota Campus.

THE ACCREDITATION CONCEPT

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.¹ The Commission on Accreditation (the Commission) of the Council on Social Work Education (the Council) is authorized to accredit baccalaureate and master's degree programs in social work education in the United States.

The accreditation review process provides professional judgments of the quality of a social work education program. These judgments are based on applying the accreditation standards promulgated by the Commission and curriculum policies established by the Commission on Educational Policy (COEP) for accreditation of baccalaureate and master's programs. The Commission establishes standards for the accreditation of social work education programs at both the baccalaureate and master's levels. Baccalaureate programs are reviewed for their preparation of students for entry-level social work practice. The Commission on Accreditation certifies whether a program is functioning at an acceptable level to accomplish these goals. All standards must be met.

The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvements of every program. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.²

The curriculum evaluated by the Commission must be congruent with the Curriculum Policy Statement which assures that certain content areas are included and logically related to each other, and to the purposes and values set forth by the profession.

In the fall of 1993, the Social Work Program was awarded Candidacy for Accreditation by the Council on Social Work Education. In the winter of 1997, notice was received from the Council that full accreditation was granted. In February of 1999, the Lakota campus was approved by CSWE.

1. Policy Statements on the Role and Value of Accreditation, adopted by the board of the Council on Post-secondary Accreditation. April 15, 1982, p.2
2. Handbook of Accreditation Standards and Procedures. Commission on Accreditation, Council on Social Work Education, 1994

STATEMENT OF NONDISCRIMINATION

The Presentation College Social Work Program is committed to a policy of nondiscrimination on the basis of race, color, gender, age, national origin, disability, religion, political or sexual orientation. This policy applies to all aspects of the program, including but not limited to admissions, retention, and discontinuance.

DISABILITY SERVICES

Presentation College Social Work Program will comply with all applicable federal, state and local laws, regulations and guidelines, in regard to appropriate academic adjustment for individuals with disabilities. Adherence is made to Section 504, of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), with respect to providing appropriate academic adjustments to afford equal educational opportunity.

It is the responsibility of the student to register with and provide verification to the academic advisor. The student must contact each faculty member, in a timely manner, at the beginning of each semester to arrange appropriate adjustments.

PURPOSE OF SOCIAL WORK

The purpose of social work as defined by Sheafor, Horejsi and Horejsi (pg. 11) is: **to provide services directly to individuals, families, households, and groups to help them cope with unchangeable social problems, reduce or eliminate those problems that can be changes or experience growth in those areas where enhancement of social functioning is desired. Of equal importance is the activity of the social worker to influence groups, organizations, communities and even society to provide helpful social programs and create an environment that is conducive to satisfying and productive lives for all people.**

Sheafor, B., Horejsi, C., & Horejsi, G. (1991). Techniques and guidelines for social work practice. Boston: Allyn & Bacon.

Based on the definition and purpose of generalist practice, the following provides a guiding framework.

GENERALIST PERSPECTIVE

A generalist practitioner enables people to enhance their own problem solving and coping abilities, advocate for humane operation of societal systems, and link people with resources. Therefore, the generalist perspective requires that students learn competencies in a wide array of areas rather than specialization. The graduates will have learned planned social change through problem solving with individuals, groups, families, organizations and communities. Graduates will develop a wide repertoire of skills in order to enhance these capabilities. The graduate will be able to help people in a variety of settings ranging from individualized personal problems to broad societal policies affecting whole communities. Graduates will be prepared to intervene in a purposeful manner, utilizing knowledge of people and environment, as well as the ethics of the profession to guide their behaviors.

1) Generalist practice as a way of thinking and doing

Generalist social workers are often the first line workers who become aware of concerns. The generalist reaches not only for individual and personal change, but for social transformation. Workers then use a variety of tactics to fulfill the strategy to assist in a better existence for their clients. They are aware of and utilize skills in micro, mezzo and macro practice. However, generalists are not limited by a vision of any preferred relational system and are able to focus on the totality of the situation presented. Generalists see issues through a wide angle lens incorporating the person-in-environment model when assessing. Rather than selecting one single model, workers integrate all levels of systems (often times concurrently) making generalist practice a method in and of itself.

2) Generalist practice is problem oriented and client driven.

Generalist practitioners build a collaborative relationship with clients and other resources. Practice is based on assessment of the clients' strengths and empowerment. The problem, as identified by client, directs the change effort. Based on this, generalists approach a problem from a wide variety of perspectives and provide wide latitude in selecting approaches and methodologies.

3) Generalist practice and social justice.

Generalist practitioners have a dual vision of private issues and social justice. They are aware of societal conditions affecting their clients. Generalists know the current sociocultural, political and economic climate. This knowledge assists in assessing barriers to change and resource gaps. In response, generalists make plans to redress situations through planned social change.

4) Generalist practice as planned change

Generalist practice is an art and a science utilizing an orderly helping process. This is evidenced by a common core of knowledge, skills and values of the profession of social work.

a) Knowledge:

- Human behavior and the social environment.
- Systems theory and ecological perspective.
- Bio-psycho-social aspects of human development.
- Historical development of the profession.
- Contemporary policies, programs and resources available.

b) Skills:

- Empathetic relational communication.
- Social work roles: broker, enabler, mediator, analyst, facilitator, mobilize, advocate.
- Critical thinking in an effort to evaluate the validity of problem-solving process: defining issues, collecting and assessing data, planning and contracting, monitoring and evaluating, concluding services.
- Research and practice evaluation.
- Personal and professional development, while following appropriate organizational procedure.
- Affecting policy through advocacy and planned change.
- Facilitate interactions between people and social institutions.

c) Values:

- Worth and dignity of all humans.
- The right of self-determination.
- A belief in social, economic and political justice.
- All humans given the appropriate opportunity can grow and change.
- Adherence to the Code of Ethics based on these values.

Therefore, social work practice is a process which includes assessing problems, planning activities to alleviate those problems, carrying out plans and evaluating results. This process includes mutuality by involving clients, colleagues and other resources in an effort to understand, plan for, alleviate and assess problems and ways to resolve them. Social work practice requires knowledge, skills and a value base as well as skill, courage and caring. Often hard work, energy and strength is required to push forward in the face of resistance, while balancing sensitivity and caring

Presentation College Social Work Program Mission

The Social Work Program at Presentation College is committed to:

- Promoting strong student identification with the social work profession by teaching knowledge, skills, values, and ethics.
- Fostering professional behavior, passion and energy for the profession of social work.
- Advocating for social and economic justice and alleviation of human suffering.

Goals of the Baccalaureate Degree of Social Work

The Baccalaureate Degree of Social Work at Presentation College has the following goals:

1. To prepare students to become generalist practitioners in Social Work with knowledge, skills, values and ethics appropriate to practice with systems of various sizes and types including individual, family, group, organization and community.
2. To prepare students for practice with diverse populations and to advocate for social and economic justice and peaceful problem-solving.
3. To provide content about the contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
4. To prepare and promote students' ability to be self-actualizing, self-critical, and accountable to themselves, to the profession, and to the community.
5. To prepare a foundation in the liberal arts and natural sciences as well as a professional curriculum that will promote commitment to life-long learning and to ongoing development as professionals and as informed, involved citizens.
6. To prepare students for entry into a MSW program as well as for active roles in the profession.

The goals are met by a liberal arts course of study and perspective. A liberal arts base is provided prior to acceptance into the practice classes in the junior year. A strong professional base is then provided through the social work curriculum.

Objectives for the Presentation BSW Program

Upon Graduation from the Presentation BSW Program, a student will be able to:

1. Apply generalist practitioner multi-phase intervention processes along with creative and critical thinking in practice with individuals, families, groups, organizations and community.
2. Assess human interaction within their social environment and use the knowledge of the bio-psycho-social variables to understand interactions among individuals and social systems.
3. Provide ethnic/gender-sensitive practice with diverse populations including minorities and oppressed people.
4. Understand the history of the social work profession and its current structures and issues.
5. Analyze the impact of social policies on client systems, workers, and agencies.
6. Identify oppressive structures, promote and participate in social change efforts, and promote just solutions in response to these inequities including advocating necessary organizational/systemic change.
7. Evaluate research studies and apply findings to practice and evaluate their own practice intervention and those of other systems.
8. Continue to be self-aware and self-evaluative in an effort to promote one's professional growth and use supervision appropriate to generalist practice in social work.
9. Integrate, advocate and uphold professional values and ethics.
10. Function appropriately within the structure of organizations while sustaining with integrity one's professional use of self.
11. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

Evaluation

The purpose of evaluation is to ascertain the success of each individual student, as well as the program curriculum overall.

Student evaluation takes place in each individual class through exams, papers, class assignments, presentations, activities, and projects. The Field Practicum Instructor evaluation is utilized to evaluate the student's mastery of knowledge, skills and practice.

Program evaluation takes a variety of forms, including course evaluation, annual program assessments and other measures.

Information received from these tools and measures will assist the program in improving the education and experience provided by the Presentation College Social Work Program.

Curriculum Content for a Bachelors Degree in Social Work

The Professional Foundation Areas

Social workers must demonstrate proficiency and competence in nine professional areas: Professional Values and Ethics, Diversity, Populations at Risk, Social and Economic Justice, Human Behavior in the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Practicum.

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 beliefs of people are infused throughout all courses and experiences.

3. **Special Populations**

The social work program 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 injustice, including all forms of human oppression and discrimination. Theory and practice content presents strategies for achieving social and economic justice and combating cause and effects of oppression.

5. **Human Behavior in the 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.

Classes required to meet these needs include: General Psychology, Developmental Psychology, Sociology, Social Problems, and Human Biology. The Human Behavior and the Social Environment course integrate these concepts.

A description of courses can be found in the Presentation College Catalogue which can be accessed online at www.presentation.edu . A printed copy is available for review in Room NU 1 (Social Work/Nursing Office) as well as from the college registrar.

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, Social Welfare Policy I, and Social Welfare Policy II.

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. A prerequisite to all practice classes is Interviewing Skills. Three practice classes are offered including: Practice I: Individual, Practice II: Groups and Family, and Practice III: Community Organization and Social Change.

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. Social Research is offered in the junior year. Research methods are infused throughout all social work courses.

9. Field Practicum

The 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 both semesters of the senior year or in a summer block. Students begin to prepare for generalist practice by integration of knowledge and skills in this agency experience. Seminars are provided at both levels to promote self-awareness as well as integration of theory and practice.

Presentation College is committed to the total development of the student as reflected in the mission statement. One method to obtain this is to promote a strong liberal arts education.

A liberal arts base must be completed prior to acceptance into the Social Work Program. Liberal arts courses required prior to acceptance within the social work program include: EN113, CT233, EN233, MA243, BI123, RS123, RS273, SO103, PS133, PS153, and HS223.

Additional liberal arts courses will complement the social work courses after acceptance into the Social Work Program.

Previous Colleges

1. _____
2. _____
3. _____

Name: _____

SSN: _____

Date Reviewed: _____

BACHELOR OF SCIENCE IN SOCIAL WORK

Minimum Hours Required 120 credits

Fall Semester	Cr.	Sem.	Grade
EN113 College Composition I	3		
RS123 Ch Trad/RS233 Catholicism	3		
*SO103 Introduction to Sociology	3		
*SW111 Social Work Project	1		
*SW273 Introduction to Social Work	3		
GE111 College Experience	1		
	14		

Spring Semester	Cr.	Sem	Grade
CT233 Communication Skills I	3		
EN133 College Composition II	3		
*HS223 History of US II	3		
PS133 General Psychology	3		
*SW233 Social Welfare Policy I	3		
	15		

Fall Semester	Cr.	Sem	Grade
*EC243 Macroeconomics	3		
MA243 Statistics	3		
PS153 Developmental Psychology	3		
RS283 Christian Ethics	3		
*SW353 Social Problems	3		
	15		

Spring Semester	Cr.	Sem	Grade
BI123/BL123 Human Biology	3/1		
*SW243 Interviewing Skills	3		
*Social Work Elective	3		
Soc Sci/Human Culture Core	3		
Restricted Elective	3		
	16		

Fall Semester	Cr.	Sem	Grade
*SW314 HBSE	4		
*SW363 Social Work Research	3		
*SW374 SW Practice I: Individual	4		
*SW442 Policy Practice I	2		
Humanities/Aesthetics Elective	3		
	16		

Spring Semester	Cr.	Sem	Grade
*SW383 SW Practice II: Grp & Fam	3		
*SW444 Policy Practice II	3		
*Social Work Elective	4		
Humanities/Aesthetics Core	3		
Humanities/Aesthetics Elective	3		
	16		

Fall Semester	Cr.	Sem	Grade
*SW415 Field Practicum I	5		
Humanities/Aesthetics Elective	3		
Restricted Elective	3		
General Elective-Any	3		
	14		

Spring Semester	Cr.	Sem	Grade
*SW425 Field Practicum II	5		
*Social Work Elective	3		
Restricted Elective	3		
General Elective-Any	3		
	14		

*** A "C" grade or above must be earned**

All other courses transferred from previous colleges with a "C-" or above will be considered general electives (exception: remedial courses)

Acceptance of Social Work courses will be finalized by the Social Work Department

Restricted electives must be outside the disciplines of social work and the social sciences

Graduation Requirements:

Technology Competency	_____	Met	_____	Not Met
Mathematics Competency	_____	Met	_____	Not Met
Service Requirement	_____	Met	_____	Not Met (20 hrs/academic year)
Assessment	_____	Met	_____	Not Met
Upper Level Requirement (36 credits)	_____	Met	_____	Not Met

Cultural Diversity (6 cr) _____ and _____

Total 120 HOURS Recommended Electives: Abnormal Psychology, Families Today, Institutional Racism/Sexism, and Counseling Theory

Council on Social Work Education Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.

- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners. Promoting inter professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being. Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice. Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives. Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
7. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
8. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
9. Analyze, formulate, and influence social policies.
10. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
11. Use communication skills differentially across client populations, colleagues, and communities.
12. Use supervision and consultation appropriate to social work practice.
13. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

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 objectives 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. The 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.

¹ Items preceded by a B or M apply only to baccalaureate or master's programs, respectively

4.1 Diversity

Social work programs 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 and 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 objectives.

BSW Pathway			
Requirements	Preparation/application	Full Admission	Exit Criteria
Completion of the following courses with a cumulative grade point average of 2.5 (at least a “C” in all social work courses):	EN111 EN233 CT233 MA243 RS123 RS273 SO103 PS133 PS153 HS233 BI123 SW111 SW273 SW243	Maintain 2.5 grade point average Complete required course work	Successful completion of all BSW curriculum: courses and field
Acceptable midterm reviews	Attitudes and Activities congruent with the profession service participation in Club	Continue participation in service to community and Social Work Club Attend Field Fair	
100 hours of volunteer service	With advisor, choose an agency to volunteer your service for 100 hours. Keep log, time sheet and complete all appropriate forms.	Begin preparing for field practicum meet with Director of Field	
Membership in NASW	Membership in NASW no later than spring of sophomore year (prior to application) Attend regional meetings and actively participate	Continue membership and active participation	
Application Portfolio	Application forms 3 references current transcript brief autobiography personal statement volunteer experience information self assessment forms	Prepare resume & portfolio for practicum applications	
Interview	Prepare for a professional interview. Be prepared to discuss application packet	Interview at a minimum of two practicum sites	

Admission Criteria for the BSW Program

Social work students entering Presentation College social work program are accepted as pre-social work majors. Upon completion of the liberal arts base and acknowledgment of a commitment to the profession, the student may apply to the program.

Students **transferring from an accredited social work program** must complete the requirements of the application process and of the entire program. They will be given credit for appropriate course equivalents as demonstrated by course syllabi, receipt of transcripts and a letter of recommendation from the program; however, they must take a minimum of 33 academic hours from Presentation College.

Students **transferring from an unaccredited social work program** must complete the requirements of the application process and of the entire program. However, they will be given credit for appropriate social work course equivalents, as well as any appropriate equivalent sociology taken previously after receipt of transcripts and a letter of recommendation from the program. The equivalency will be determined by the Director of the Social Work Program at Presentation College.

Academic credit for life experience and previous work experience will not be given. Field practicum courses will not be transferred from a program not accredited by CSWE. They may be used as a volunteer experience for the Program Application portfolio.

The social work faculty acknowledges the right and responsibility of admitting and retaining only those students who demonstrate responsibility, acceptable attitudes and values, and the capability of working with people in a social work setting, as well as satisfy the requirements of scholarship.

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

1. Complete the program of study in the prescribed sequence;
2. Maintain an overall average of 2.5, or have a contract with an advisor
3. Earn a minimum of "C" in all social work and sociology courses; and
4. Meet with advisor for a minimum of midterm evaluative reviews of progress, attitudes and values, responsibility, and appropriateness of program fit.

Students applying to and continuing in the Social Work Program at Presentation College are expected to have the following qualities:

- (1) **Self-awareness** The aspiring social worker must know him/herself reasonably well and, on the whole, should like him/herself. The knowledge of his/her own personal strengths and weaknesses should allow the helping person to focus on working effectively with others.
- (2) **Professional commitment** The social welfare professional should have a strong commitment to the goals of social welfare and to the ethical standards of the social work profession. He/she should work collaboratively with others to use professional knowledge, values, and skills to bring about the changes necessary for people to achieve their life goals more easily.
- (3) **Knowledge as a base for practice skills** Activities of a professional helper must be grounded in relevant social, behavioral, and biological science knowledge. The helper has to understand why people act as they do and the ways that behavior can be changed when that is desired.
- (4) **Objectivity** The professional helper must be able to recognize the worth and dignity of every human being. Objectivity involves being able to systematically evaluate people and their situations in an unbiased, factual way. The professional helper must, at the same time, be warm and caring toward those with whom he/she is working. Rejecting people because of their situations or creating barriers for those seeking help will destroy the helping process.
- (5) **Empathy** Empathy is the ability to comprehend another's subjective reality and feelings. Empathy and support are necessary to enable the client to use both personal and outside resources and to develop and implement a solution to his/her problem.
- (6) **Energy** Helping is an exhausting activity; not only does it require the careful use of knowledge and skill, but it is also a constant drain on feelings and emotions. The professional helper must work on avoiding burnout by developing cooperative and facilitating interactions with colleagues and users of services.
- (7) **Acceptance of diversity** A helping professional must appreciate the value of human diversity. He/she must be willing to serve in an appropriate manner all persons in need of assistance regardless of the person's race, religious affiliation (or lack of), gender, disability, sexual orientation, political affiliation, and/or value system. Helpers must not impose their own personal, religious, sexual, political, and/or cultural values on their clients.
- (8) **Ability to apply knowledge learned in the academic setting to a practice situation** Since social workers must be able to function as practitioners, it is essential that they be able to demonstrate the ability to apply knowledge gained in coursework (e.g., ability to relate to others, assess problem situation, develop intervention plans and implement appropriate intervention strategies).

- (9) **Freedom from chemical dependency or unresolved emotional issues** since social workers must serve as healthy role models, they must be mentally healthy and free from chemical dependency problems. Admission to the program is based on a minimum of two years of sobriety. If a student is currently in treatment for emotional problems, an independent psychological evaluation and assessment by a recognized agency may be required.

Students are not allowed into practice classes until they are formally accepted into the program. Exceptions may be made if students are in the application process while enrolled in Practice I: Individual. They will not be allowed into Practice II: Groups and Families, if they were not accepted or did not complete the application process. The three practice classes are prerequisite to the field practicum.

Formal application to the social work program is made after

1. Completion of prerequisite social work classes which include: SW111, 273, 243 and 100 hours of volunteer service.
2. Successful completion of any basic courses required by the student's COMPASS scores.
3. Successful completion of a foundational liberal arts base. These classes include: EN113, CT233, EN233, MA243, BI123, RS123, RS273, SO103, PS133, PS153, and HS223.
4. Receiving acceptable midterm reviews by advisor.
5. Membership in NASW (provided when you enroll in SW 233).

Purpose of Volunteer Experience

The purpose of the volunteer experience is to provide the student with the opportunity to work within a social service agency in an effort to ascertain if the profession is a good match for the student. It should provide the chance to watch policy and practice in action in the daily routine of an agency. In order to provide the breadth and depth desired, all 100 hours should be in a single agency. Supervisors should be reminded that it is a volunteer experience, rather than an internship/practicum.

Criterion for volunteer experience

Students are asked to complete the volunteer experience prior to application to the program. This experience can be completed any time and will be the responsibility of the student. The criteria to be met are:

1. 100 hours of volunteer service
2. It must be in a single agency setting
3. It must offer a breadth of experience opportunities (not a single task)
4. Log hours and experiences
5. Write an integrative paper
6. A plan and all potential changes must be written and approved by advisor

This experience and the paper you write for it will be used in your application to the program. The integrative paper should identify knowledge, values, ethics, skills, etc. learned from or associated with course content.

Forms found in this Handbook should also be completed for this process. If you have any questions regarding this, please see a faculty member.

Evaluation of Volunteer Experience

Based on the NASW Code of Ethics, it is Presentation College Social Work Program's policy and stand that evaluation is both a right and responsibility. All areas of student performance, as assigned, should be evaluated and discussed between the volunteer supervisor and the student. Feedback should be given as immediately as possible, minimally at the halfway point (50 hours) and upon completion of the 100 hours. The evaluation form should be completed together within 30 days of the close of the volunteer experience. Feedback should be given in such a way as to facilitate, rather than impede, the educational process. Positive feedback should be given when appropriate. Negative feedback must be presented in a manner that can be assimilated into the educational experience.

In the event that either party is dissatisfied or find the experience is not a good match, changes can be made with the approval of the student advisor. It should be understood that previous hours will not be transferred from one agency to another.

Procedure for formal application:

1. Submit completed BSW application form, a brief autobiography (1 pg or less), a current transcript, personal statement, volunteer experience information, self assessment, and have three references (one should be from the volunteer supervisor) attesting to responsibility and aptitude in social work sent to the social work office by March 15 or October 15.
2. When all appropriate materials are submitted to the Social Work office, the Program Director will contact the student to schedule an oral interview. A formal decision is made by the Admissions Committee. This committee includes the social work faculty and appointed members of the BSW Community Advisory Board. The decision of the Admissions Committee is based on submitted documentation, the oral interview, other documents pertinent to the student's academic career at Presentation College and the Admission Committee Evaluation form. In reviewing each applicant the committee has the following options: 1) to grant full program admission; 2) to grant provisional admission; and 3) deny admission to the applicant.
3. Receive a letter of acceptance status from the Director of the Social Work program after review of the above.

Personal Statement

Your "Personal Statement" should be 4-5 pages in length, typed, double-spaced, and consist of the following:

1. A discussion of your understanding of social work as a profession--in your own words.
2. A description of your personal qualities which is consistent with social work as a profession.
3. A description of people and/or events that have helped shape your interest in the social work profession.
4. A description of your leadership experiences and potential.
5. A critical assessment of your oral and written communication skills and address areas needing improvement.
6. An assessment of your strengths and limitations, identifying those which might affect your performance in social work education and professional practice. (i.e. working with a diversity of people, flexibility of life-style, role adaptation)
7. A statement of your social work career objectives and goals.

Should a student be accepted into the program on a provisional basis, a growth plan will be written and implemented prior to registration into the next practice course. The growth plan does not guarantee acceptance into the program. Growth plan assignments are mandatory. Noncompliance or lack of timeliness will automatically deny admission to the program.

Practicum different from Volunteer Experience

In planning for a field practicum, students should keep in mind that in order to best receive a diverse education, the practicum shall not be at the agency where the student completed the 100 hours of volunteer experience.

Time between practice courses and field practicum

The student will generally complete the practice courses in a series in the junior year just prior to the field practicum. Should a student not proceed directly to the field practicum, there should generally be no more than a year's lapse between the completion of the practice series and the beginning of a practicum experience. Exceptions require approval of the department chair.

Disability Services

Presentation College complies with all applicable federal, state, and local laws, regulations and guidelines, specifically Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) with respect to providing appropriate academic adjustments to afford equal educational opportunity.

It is the responsibility of the student to provide verification to the instructor. The student must also contact the faculty member in a timely manner to arrange for appropriate academic adjustments.

Appeals Process

Students who believe the Admissions Committee's decision was made in error may enter a formal appeals process. The following process should be taken:

1. A written statement of appeal should be submitted to the Social Work Program Director within 10 days of notification of acceptance status. The student may present any information regarding areas that he/she feels needs clarification or re-evaluation. College administration will be notified that an appeal has been filed.
2. Within 20 days of receipt of the written appeal, a hearing will be scheduled with the student and the Admissions Committee for the purpose of reviewing the appeal.
3. The student will be notified by the Program Director, in writing, of the decision of the committee no later than 10 days after the hearing.

Should the student be denied entry into the program, he or she may not continue in the practice sequence. After one semester, the student may follow the readmission policy. This application should identify how the situation has changed to enhance potential success of admission into the program.

Program Application
Bachelor of Science
In
Social Work

Name _____

Home Address _____

School Address (if different) _____

Phone (Home) _____

(Work) _____

Date of Application _____

Please provide the following information:

1. Extracurricular activities: _____
2. Ask three people, "Who are not related to you" to complete an enclosed reference form (student fill in top section) and mail it to the Director of Social Work. "...and has worked closely with you in the capacity of a teacher, supervisor, an experienced co-worker or a social work classmate." One of your references may be a teacher in the social work program.
3. Describe any social agency experience you have had: (a) as an employee; (b) as a volunteer; and/or (c) as a practicum/field placement. Include beginning and ending dates and number of hours per week. Please include in your application your volunteer experience timesheet, student evaluation and supervisor evaluation of volunteer experience.
4. List, with dates, any other kind of employment experience you have had, indicating full-time (FT) or part-time (PT).
5. Attach your Application to Program Self-Assessment.
6. If not previously on file, attach Volunteer Experience Evaluation (student, supervisor and time sheet).
7. Write your "Personal Statement".

By applying to the Presentation College BSW Program, I understand that all parts of the application process will be shared with members of the Community Advisory Board Admissions Committee. By applying to the program, I hereby give my authorization for the Program Director to release all information in the application packet, as well as other information in my program file, to members of this committee.

Further, by my signature, I understand and hereby authorize all constituencies of the College community to exchange information in regard to any knowledge that may affect my admissions status and future as a successful professional social worker.

This release will expire 60 days after the application interviews.

Signature

Date

Please return to:
Director of Social Work
Presentation College
1500 North Main Street
Aberdeen, South Dakota 57401

Student Evaluation of Volunteer Experience

Student Name: _____ Date (s) of Service: _____

Address: _____ Phone: _____

Major/Year: _____

Agency/Organization: _____

Project/Position: _____

Director/Supervisor: _____

Number of hours committed/time period: _____ / _____

Brief description of activities:

Further comments about your volunteer experience:

Please attach any supporting documentation, including relevant agency or project information.

PRESENTATION COLLEGE
Supervisor Evaluation of Volunteer

Name of Volunteer _____ Date of evaluation _____

Agency _____ Supervisor _____

Volunteer's job description _____

Total number of volunteer hours: _____

	Poor	Fair	Good	Very Good	Excellent
Ability to work with other volunteers and staff	_____	_____	_____	_____	_____
Dependability	_____	_____	_____	_____	_____
Ability and willingness to work with clients when applicable	_____	_____	_____	_____	_____
Leadership qualities	_____	_____	_____	_____	_____
Eagerness to learn	_____	_____	_____	_____	_____
General Effectiveness	_____	_____	_____	_____	_____

Would you be willing to write a reference for this student? _____

If available, would you want the same volunteer again? _____

Additional comments about volunteer: _____

Please return to: **Director, Social Work Program**
Presentation College
1500 North Main Street
Aberdeen, SD 57401

Application to Program Self-Assessment

Your responses on this are a guide in assessing your readiness to move into the social work program. Please include this with your application materials. It will be discussed with you at your oral interview.

This assessment is presented in three parts: Values, Professional Commitment, and Knowledge.

I. VALUES

1. List your five most important personal values.

A.

B.

C.

D.

E.

2. For each, describe how it will influence your social work practice.

A.

B.

C.

D.

E.

3. What two groups will you have most difficulty serving as a social worker, and how will you improve your ability to serve them?

A.

B.

II. PROFESSIONAL COMMITMENT

1. Describe your involvement with the social work activities on campus.
2. Describe your involvement with social work activities in the community.
3. Describe your involvement with professional social work organizations.

Reference Form for
ADMISSION TO
BACHELOR OF SOCIAL WORK PROGRAM
Presentation College
Aberdeen, SD 57401

Name of Applicant:

From the applicant to the Reference Writer: I am requesting a reference for my application to the Bachelor of Social Work Program at Presentation College. In compliance with Public Law 93-380, Family Education Rights and Privacy Act of 1974, this reference is:

- A. Confidential (I waive the right to review it)
- B. Non-confidential (I retain the right to review it)

Applicant's Signature _____ Date _____

Reference written by (Name): _____

Address:

Phone:

Email address:

Signature _____ Date _____

Social Work is a profession that is demanding and requires many skills and qualities. Below are a few of these. We would appreciate a candid evaluation of the applicant's qualifications, potential and motivation to pursue this career. A Likert Scale is provided (1=Lowest, 5=Highest) as well as space for additional comments.

Self-awareness - The aspiring social worker must know her/himself reasonably well and, on the whole, should like her/himself. Understanding personal strengths and weaknesses is important when working effectively with others.

1 2 3 4 5

Professional Commitment - An aspiring social worker must have a strong commitment to the ethical standards of the social work profession, the goals of social welfare, and professional collaboration in order to bring about the changes necessary for people to achieve their life goals more easily.

1 2 3 4 5

Knowledge as a base for practice skills - The aspiring social worker must be grounded in relevant social, behavioral, and biological science knowledge in order to understand why people act as they do and the ways behavior can be changed.

1 2 3 4 5

Objectivity - Objectivity involves being able to systematically evaluate people and their situations in an unbiased, factual way. The aspiring social worker must be able to recognize the worth and dignity of every human being.

1 2 3 4 5

Empathy - Empathy is the ability to comprehend another's subjective reality and feelings. The aspiring social worker must demonstrate the empathy and support necessary to enable people to use internal and external resources to develop and implement solutions to problems.

1 2 3 4 5

Support - The aspiring social worker must understand the need for developing a support system that is able to assist her/him maintain the health and balance necessary to avoid burnout.

1 2 3 4 5

Acceptance of diversity - The aspiring social worker must appreciate the value of human diversity. S/he must be willing to serve all people in need of assistance regardless of race, gender, disability, sexual orientation, political affiliation, religious preference or value system. Helping professionals must not impose their own values and preferences on others.

1 2 3 4 5

Ability to apply academic knowledge to practice situations - The aspiring social worker must be able to function as a practitioner. S/he must be able to apply academic knowledge to relate to others, assess problem situations, develop intervention plans and implement appropriate intervention strategies.

1 2 3 4 5

Freedom from substance abuse problems and/or serious mental health problems - The aspiring social worker must serve as a healthy role model. S/he must be mentally healthy and free from substance abuse problems.

1 2 3 4 5

Would you recommend this applicant for a career in social work?

Yes

No

With reservations

Additional comments.

Thank you. Please return this reference to:

**Admissions, Social Work Program
1500 N. Main St.
Aberdeen, SD 57401**

ORAL INTERVIEW RATING FORM

Student Name _____ Date _____

Evaluator Name _____

Please consider the following qualities when rating an applicant.

1) Verbal and written articulation

1	2	3	4	5
not suitable	minimally suitable	suitable	very suitable	exceptionally suitable

2. Commitment to Social Work as a profession.

1	2	3	4	5
not suitable	minimally suitable	suitable	very suitable	exceptionally suitable

3. Life experience factors that influence career choice.

1	2	3	4	5
not suitable	minimally suitable	suitable	very suitable	exceptionally suitable

4. Overall personal qualities such as:

Self-confidence	Poise
Maturity	Compassion
Non-judgmental attitude	Honesty
Independence	Creativity
Humor	

1	2	3	4	5
not suitable	minimally suitable	suitable	very suitable	exceptionally suitable

5. Please rate each applicant's "suitability" for the social work profession by circling one of the numbers on the following scale.

1	2	3	4	5
not suitable	minimally suitable	suitable	very suitable	exceptionally suitable

Additional comments:

Committee Evaluation

Student Name: _____

Credit hours completed: _____

GPA:

3.5-4.0 =3 _____
3.0-3.5 =2 _____
2.5-3.0 =1 _____

Volunteer Experience:

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

Oral Interview:

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

Professional Involvement:

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

Personal Statement:

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

Professionalism:

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

References:

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

Total = _____/21

General Comments:

Recommendation

Accept (17-21) _____
Discuss (12-16) _____
Reject-Discuss (0-11) _____

Signature

Date

Retention

The school recognizes that there may be mitigating circumstances which influence a student's ability to function satisfactorily.

The Social Work faculty strives to assist all students to become successful. Therefore, if concerns of an academic, personal or professional nature arise, the student will be asked to meet with his/her advisor to arrange a plan of action to remedy the situation. This plan of action will be written with the student and therefore, will be unique to each student. However, it may include, but not be limited to:

1. Academic tutoring
2. Regular and planned study periods
3. Academic and class attendance tracking
4. Required personal counseling
5. Regular scheduled sessions with the student's advisor

The personnel working with the student, either academically or in personal counseling will report to the advisor as to progress and the continued appropriateness of social work as a career for this student.

Should the plan of action be unsuccessful, for whatever reason, the advisor may recommend discontinuance from the Social Work Program.

A grade point average of 2.50 is required for graduation. Students are considered to be in academic difficulty if their grade point average drops below 2.50 upon completion of one-half of the total credits required for the degree. Students are advised to withdraw from the Program if their grade point average falls to 1.50.

Discontinuance

A student in the Baccalaureate Social Work Program is expected to maintain the standards established by the Social Work Program and Presentation College regarding continuation in the Program and in the College. Under ordinary circumstances, failure to meet the standards established by the Social Work Program shall result in termination from the Program. Many aspects of a student's performance, including non-academic problems, are reviewed when a decision is made to recommend discontinuance.

Final authority regarding student continuation in the program rests with the Director of the Social Work Program.

Although there are no rigid guidelines for assessing a student's lack of professional development and/or self-awareness that could result in a recommendation for discontinuance from the program, some examples of behavior which the program reviews and evaluates in this process are as follows:

1. The ability to relate to other individuals (can the student interview and comfortably interact with other people).
2. The ability to be aware of self and how one is perceived by others.

3. The ability to use sound judgment to seek help for medical or emotional problems which interfere with student performance.
4. Behavior judged to be in violation of the National Association for Social Workers Code of Ethics.
5. Unresolved personal issues that in the professional judgment of the social work faculty could impair effective quality provision of services to future clients.

Documentation

Decisions made to discontinue an individual from the Program have a profound effect on a person's future career; therefore, these decisions must not be made on the basis of allegation or unverified circumstances.

In any situation of potential discontinuance for academic or non-academic reasons, there must be clear and concise documentation of the problem areas as well as verification that the School has discussed these with the student and attempted to ameliorate them. Documentation must specify dates and content of meetings with the student to notify him/her verbally and in writing of problems and attempts to rectify them. It must also specify dates and content of discussions with the faculty advisor, Director of Field Education, or others, as appropriate. When rating a student, the criteria used should be clear to the student. Any reasons for rating a student low in particular categories of behavior should be clear and should be discussed with the student.

Discontinuance Procedures

1. "Informal" consultation with the student by the initiating party (advisor, instructor, etc.) to attempt to resolve the problem at that level.
2. Formal meeting with the student and initiating party. Written notice will be given defining the concerns and a corrective plan to remedy the situation.
3. If the corrective plan does not remedy the problems, the Program Director will be notified and presented with appropriate documentation. The Program Director may choose to consult with the student to remedy the problem, or discontinue the student from the program.
4. Should the student not be satisfied with the decision, a grievance procedure may be initiated.

Grievance Procedure

The Social Work Program encourages all disputes to be communicated honestly, assertively, and openly with all parties in order that an informal resolution might be reached. However, if resolution is not afforded by informal means, a grievance procedure is available to students. A grievance is considered a dispute or disagreement in regard to bias, prejudice or unfair treatment in relationship to a decision made by a faculty member.

Except in very unusual circumstances, grades are not grievable. See College Catalog for more information. The following steps should be taken if a student feels that they have been treated unfairly and a grievance is appropriate.

1. Meet with the instructor or individual involved in an attempt to resolve the dispute informally.
2. Meet with and share concerns with the student's advisor.
3. Meet with the Program Director.

4. The next step in the grievance process is the Department Chair. If agreement is not reached up to this point, the student should document in writing the nature of the grievance and their perception of potential resolution. This grievance must be filed with the Director of the Program within 30 days of the grieved action. This document should be signed, dated and forwarded to the Department Chair with copies to all parties concerned, including but not limited to the instructor, the advisor, and the Program Director. The Department Chair shall respond to the student's concern within a 10-day period of time.
5. Should the student not be satisfied with the findings of the Department Chair, the same steps and process may be initiated with the Academic Dean.

Class Attendance Policy

Policy Statement:

The Social Work Program expects students to attend all of their classes. The following policy has been established to provide guidance when a student has more than one absence.

Procedure:

Attendance Sheet Documentation

Social Work faculty will mark any absence from class with an "A," indicating the student did not attend, regardless of cause or notification. Attendance sheets represent a "technical" aspect of student participation and the assigning of the designator "A" does not imply any judgment as to the nature of the absence.

Notification

Students are expected to notify the instructor of any absences when possible. This notification will allow the course instructor to inform the student of any planned speakers, quizzes, assignments or readings that may be assigned for the identified class (s). It is the student's responsibility to contact the instructor, as soon as possible, following any absence, in order to procure any handouts or assignments.

Three Hours of Absence

Following three hours of absence, the student is required to contact the instructor and discuss the class schedule and reasons for accrued absences. If the absences are due to any activity or commitment that may interfere with further class attendance, the instructor and the student should discuss the options available, and make plans to accommodate for these absences. If the number of projected absences appears to be more than acceptable, the student should be counseled regarding withdrawal from the course.

Six Hours of Absence

After the student has missed six hours of classes, the instructor will contact the student and schedule a conference. At this meeting, the instructor will have the student sign a statement that indicates that the student has been counseled regarding the absences and is aware of this policy and the consequences established by it.

Nine Hours of Absence

Following nine hours of absence from class, the student will be contacted by the instructor and strongly encouraged to formally withdraw from the course. The instructor may request the program director to participate in the meeting with the student, if it is deemed necessary or appropriate.

Twelve Hours of Absence

After 12 hours of absence from the class, the instructor will recommend that the student withdraw from the class. If the student chooses not to withdraw a grade of "F" will be assigned. The student's advisor and the Program Coordinator will be notified of such action. A conference may be proposed to the student in regard to potential dismissal from the program.

Exceptions

Any student that anticipates an extended absence, due to unavoidable circumstances (military obligations, hospitalization, etc.) should contact the class instructor, as soon as possible. If a contract is established for on-going learning, the absences will not be identified as an "A" on the registrar's attendance sheet and conditions applicable to this policy will be waived.

NOTE: This "exceptions" clause is for very unusual circumstances and at the discretion of the instructor, based on work load and other demands on his/her time.

Definition of Absence: An absence is defined as a failure to attend class during the scheduled time frame and is considered the equivalent of a 50 minute session. Therefore, any student who fails to attend a class which is scheduled for a 3 hour block of instruction is considered absent from three classes.

Appeal: Student should refer to Student Handbook for the appeal process.

Written Class Assignments

The ability to communicate effectively in writing is essential to professional social work practice. The Social Work Program expects and requires that term papers and other written class assignments be in proper English and conforms to accepted rules and conventions of good writing. It is also expected that all writing be in nondiscriminatory language.

Poor writing detracts from the quality of a paper, even though a student may have mastered the subject matter. If the paper contains misspelled words, errors in grammar, and improper documentation, or if the manuscript is poorly prepared, the student's performance suffers accordingly. Professional effectiveness may also be adversely affected by poor writing because professional social workers are constantly communicating in writing through case records, reports and letters to clients, supervisors, administrators and other staff, legislators, and other members of the community.

Although individual instructors may establish more specific guidelines and requirements, in general, the following rules should be followed:

1. Term papers and written class assignments should be typed, double-spaced on one side of white, 8-1/2" x 11" paper. Leave a 1 inch margin on all sides.
2. Papers should be headed by a title, properly documented and, when appropriate, include a bibliography.
3. Papers should be carefully proofread to correct misspellings, errors in grammar and punctuation, and confusing sentences. Facts of publication should be carefully checked.
4. The Social Work Program has adopted the Publication Manual of the American Psychological Association, 5th edition (2001) as the style manual to be used for written assignments. Exceptions include alternate instructions from field agencies or instructors.

The "A" paper: Perhaps the principal characteristic of the A paper is its rich content. The information delivered is such that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The A paper is also marked by stylistic finesse; the title and opening paragraph are engaging, the transitions are artful, the phrasing is light, fresh, and highly specific, the sentence structure is varied, and the tone enhances the purpose of the paper. Finally, because of its careful organization and development, the A paper imparts a feeling of wholeness and unusual clarity.

The "B" Paper: The B paper is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers substantial information. Its points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth. The sentence structure is pleasingly varied. The diction in the B paper is typically much more concise and precise than that found in the C paper. Occasionally it even shows distinctiveness--i.e. finesse and memo ability. On the whole, a B paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

The "C" Paper: The C paper meets the assignment, has few mechanical errors and is reasonably well organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalities. Stylistically, the C paper has other shortcomings as well; the opening paragraph does little to draw the reader in, the final paragraph offers only a perfunctory wrap-up, the transitions between paragraphs are often bumpy, the sentences seem to follow a predictably subject-verb-object order, and the diction is occasionally marred by unconscious repetitions, redundancy and imprecision. The C paper, then, gets the job done but lacks imagination.

The "D" Paper: In the D paper, the treatment and development of the subject rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous and marred by serious mechanical errors. Evidence of careful proofreading, if any, is scanty. The whole piece, in fact, often gives the impression of having been conceived and written in haste.

Guidelines for use of Non-Discriminatory Language

(Based, in part, on *Guidelines on Sexism*, Prentice Hall, College Division, and the Research and Training Center on Independent Living, Second Edition, 1987.)

The purpose of establishing guidelines for the use of nondiscriminatory language is to help remove the conceptual and linguistic barriers that now artificially divide many aspects of life and work by gender, age, ethnicity, physical disability, or other factors. They are intended to sensitize students to the many ways in which discrimination may be expressed and to provide some tools with which to attack the problem.

These guidelines contain "checklists" of things to look for in reading or in writing papers and specific kinds of expressions to change or avoid. Eliminating the use of discriminatory language requires as much attention to thought and attitude as it does to pronouns, adjectives, and occupational titles.

Equal Treatment

Check the use of adjectives and modifiers. Do those used for women, people with disabilities, people of color, or the elderly consistently create a negative impression or betray a patronizing attitude? Are persons with disabilities mentioned consistently as an afterthought? Does the inclusion of people of color seem like a conscious effort or a concession on the part of the author? Is it merely an attempt to be trendy? Are women consistently described in physical or sexual terms that are never used when describing men? Is a woman's marital status always mentioned, even though the context does not require it? Are the elderly or persons with disabilities included in references to typical family configurations?

Stereotyping

Check the portrayal of roles, the description of jobs and skills, the treatment of life styles and life situations. Are people treated as human, or are all the portrayals done in male/female, white/minority terms? Are men portrayed one way and women another? Are people with physical disabilities treated as if they also had a mental impairment? Are all people in positions of authority or trust (e.g., therapists, administrators, program directors, supervisors) white males? How is the family described and analyzed? Are gay/lesbian relationships ignored? Is it

assumed that persons with disabilities have no sex life or no spouse? Or that if they achieve success they are superhuman? Are the elderly consistently described in terms of physical or mental impairment?

Are people of color consistently used as examples for clients of public assistance? How are recent changes in the family power structure treated? What are the role models for children? Do examples of human behavior always reinforce the stereotype that people of color and others are passive and dependent? Or that people with disabilities and the elderly are totally different kinds of creatures?

Bias in Language and Expression

The use of the male pronouns he, his, him to denote any person is a common problem in editing for bias because English has no neutral pronoun in the singular. The first choice is to use the situation; the current solution is to use him or her, her or his. In citing examples, individuals may sometimes be male, sometimes female. If this alternative is chosen, avoid stereotyping male and female roles, or using only persons of color, the elderly, or people with disabilities in subservient roles.

None of these suggestions should be followed blindly as immutable rules. Context and clarity of expression are important considerations in a text and should not be sacrificed merely to ensure that every pronoun has been changed. It is advisable to include a note in the preface to the paper explaining what approach has been taken to avoid stereotyping, sexism, racism, ageism, and the like. For example, if a discussion of a one-to-one relationship (such as that between parent and child) might cause repetitious phrases like constant use of he or she, then explain what approach you are using, such as alternating pronouns.

Describing the World: Human, not Man

One way to establish an unbiased tone that treats people as individuals who share universal human characteristics, traits, and behaviors is to avoid the use of certain words such as man to mean all people, Christian to denote all people who subscribe to a religious faith or a set of ethical principles, or American to describe those who embrace democratic principles. If such words must be used, they should be accompanied by an explanation or be set in a context that clearly does not inappropriately exclude others. Generally, when describing people with disabilities, put the person first and the condition second.

Biased

Man, as in "when man first walked upon the earth"

Mankind

Man-made, artificial

Manpower

The common man, the man in the street, the layman

Unbiased

Human beings, human

Humanity, people, human-kind

Manufactured, made, synthetic,

Labor, work force

The average citizen, the lay- person, non-specialists

Wise men

Wise people, elders, and leaders

Crippled, retarded, victim of

Person with multiple sclerosis, people with developmental disabilities

Confined to a wheelchair
Walks with crutches,

Uses a wheelchair,
uses braces

Partially sighted

Blind, visually impaired

Birth defect

Congenital disability

Handicap, if used as a synonym for disability
(Handicap describes a condition or barrier imposed upon a person with a disability, e.g., "stairs are a handicap for disabled people.")

Disability

Normal, healthy, whole, able bodied

Non-disabled

Dwarf, midget

Person of small stature

Mute

Speech disorder

Stereotyped Expressions

The committee decided he was the right man for the job.

The teacher must always remember that her role in the learning process is a vital one.

Some chimpanzees in the experiment received no mothering.

The University encourages applications from qualified women and minorities.

Alternatives

The committee decided he was the right person for the job.
or was right for the job.

Teachers must always remember that their role in the learning process is a vital one.

Some chimpanzees in the experiment received no parental care (or nurturing).

The University encourages applications from women and minorities.

Occupations and Titles

Naming a person's occupation has been an editorial problem, simply because so many job titles and

occupations were themselves gender-linked terms. Many alternatives are not available, so it is usually easy to use descriptive words that can apply to any person, whether male or female. Unnecessary gender identification also can be deleted.

Biased

actress

businessman

chairman

male nurse

housewife

Unbiased

actor

businessperson, executive

chair, chairperson

nurse

homemaker, consumer

Academic Integrity *(also see college catalog)*

Inherent in the mission of Presentation College is the strong belief in the principle of academic integrity. Students' actions reflect their moral character and, by extension, the college's reputation. Therefore, all students are expected to recognize and abide by the following policy. It is a major responsibility of students and faculty to promote academic integrity. Violations of cheating, plagiarism, fabrication, and other academic misconduct will not be tolerated by the college.

CHEATING: Students who cheat are claiming credit for work that is not their own and knowledge they do not possess. They are violating their own integrity as well as the integrity of the college. Examples of cheating include copying answers from another student's tests and class work; permitting someone else to copy answers from their own test and work; using information and aids for test questions that have been prohibited.

PLAGIARISM: When students apply or employ the words, ideas or work of someone else without proper documentation, they are plagiarizing the author of that material. Students, who plagiarize, either **intentionally** or **unintentionally**, violate their integrity and the integrity of the college by claiming credit for work that is not of their own creation or invention. Students should be aware that even when they do not intend to plagiarize, they might still be technically guilty of academic misconduct if sources are not properly acknowledged and credited. Both intentional plagiarism and inaccurate documentation are threats to the integrity of the individual and the college. Clear thinking and responsible work depend on careful treatment of evidence, respectful treatment of other writers, and the courteous and credible treatment of one's readers. Plagiarism includes the copying of words, sentences, or passages from a text (books, magazines, newspapers, pamphlets, another student's paper, or a paper prepared by someone other than the student who submitted the paper) without indicating the source of those words, sentences, or passages; using quotations inaccurately (exact wording and punctuation); paraphrasing or summarizing another writer's ideas, even if the writer is not quoted directly, without giving adequate credit to the author; failing to give adequate bibliographical information for referential purposes; and using graphs, charts, tables, or other printed and visual aids without giving credit to the source of that information.

FABRICATION: If a student deceives members of the academic community by inventing information or providing misinformation, then that student is fabricating. Fabrication includes listing false bibliographical references; citing information not taken from the source indicated; falsely claiming the completion of a clinical, internship, or field experience; inventing data or sources for academic assignments; taking quizzes or exams under false pretense; and falsely taking credit for another student's work in group projects.

ACTIONS/APPEALS RELATED TO ACADEMIC INTEGRITY: Because breaches of academic integrity vary in degree and seriousness, actions taken against violators will be left to the discretion and judgment of the individual faculty member. If requested, the Academic Dean will serve as a reference for mediation.

When a faculty member discovers a violation of academic integrity, the student will be notified in writing within ten (10) academic days of the charge. The faculty member and the student will then meet to discuss the violation and the action to be taken. Actions that may be taken include but are not limited to the following:

1. The student will receive and "F" grade or "0" on the exam, paper, project, and course work, etc.
2. The student will be failed in the course.
3. The student will be dismissed from the program.

The student may appeal (in writing) the faculty member's decision or action to the Department Chair within ten (10) academic days after the action has been filed against the student. The statement should include evidence to substantiate the student's case. Within five (5) academic days of receiving the appeal, the Department Chair will meet with the faculty member and student. The Department Chair will make a decision and inform both the student and the faculty member in writing within five (5) academic days after the meeting.

If the student or the faculty member wishes to appeal the decision of the Department Chair, the appeal can be made in writing to the Academic Dean.

Advising

Academic advising is a relationship in which an advisor helps a student to select, plan, and complete his/her academic goals without unnecessary delays and expense. A student will want to work closely with the advisor, to plan a program of study and field placement that will meet the appropriate sequence of the program, the requirements of the College and major, as well as the needs of the student.

An advisor's role is to:

1. Know the student assigned and have access to up-to-date files containing records needed for the student's plan of study.
2. Provide the student with correct and current information in regard to College and program requirements for the BSW degree.
3. Know the student well enough to be aware of individual needs academically and personally and how the student's strengths and weaknesses will affect the student's career goals.
4. Assist the student in deciding on a course of study which reflects the student's academic background, course prerequisites, educational goals, and appropriate placement in the field.
5. Provide the student with information about alternatives, limitations, and consequences of academic and field placement decisions.
6. Refer the student to available campus or community resources to meet the individual's needs.
7. Work with the student to review academic progress and assure early detection of potential problems. The advisor will meet minimally with the student at midterm of each semester to review capability and responsibility to social work values.

A student's role is to:

1. Develop social, academic, and career goals and examine how they will affect your life.
2. Discuss learning goals and academic progress with the academic advisor.
3. Keep current on academic policies, procedures, and requirements by reviewing the College catalog and program requirement sheets.
4. Know College and major requirements to plan progress toward the completion of requirements for graduation with a BSW.
5. Accept responsibility for your decisions.
6. Know your advisor and seek assistance when needed and appropriate.
7. Maintain personal copies of paperwork and forms until such time that the degree is conferred

Social Work Evaluation

All students enrolled in the Social Work Program will be evaluated at midterm and at the end of each semester for progress toward the goal of becoming an effective social worker. The evaluation will be based not only on academic grades, but also on attitudes and behaviors in the classroom, the college campus, and the community. This criterion is based on the assumptions and values of social work.

Students should be aware that instructors will be evaluating them on the concept that, at this point, school is your job. Therefore, responsibility should be shown to instructors as it would be shown in the workplace.

Social work education is time and energy demanding. Students are encouraged to evaluate all their life responsibilities including, work, family, study, etc. in designing their educational plans realistically. Advising will consist of assistance and evaluation of priority and time management, as well as academic and professional issues.

The following evaluation form will allow instructors to evaluate the potential of each student in the field of social work.

9. Values Social Work as a career.

1 2 3 4 5

10. Serves as a positive role model through participation in social work club and community activities.

1 2 3 4 5

11. Is able to balance school, employment and family responsibilities.

1 2 3 4 5

12. Is a member of NASW?

1 2 3 4 5

OTHER COMMENTS:

Professor -

Student -

Student signature _____ Date _____

Faculty signature _____ Date _____

Student Participation

1. Evaluation

All students are invited to complete a written evaluation of courses and instructors at the end of each semester. These evaluations are used in both policy writing and curriculum changes.

2. Advisory Board

A social work advisory board meets regularly to give input into policy, curriculum, and community relationships. This board has a student representative.

3. Participation in Hiring

When faculty positions are available, the program will request that a student representative be appointed to the interview committee.

Student Opportunities

SOCIAL WORK CLUBS

Social work and pre-social work students at all three campuses have the opportunity to participate in a Social Work Student Club. The clubs sponsor a variety of projects each year. They also sponsor social events and send a student representative to the state NASW chapter meetings.

STUDENT SENATE

The Social Work program elects a representative annually to the Student Senate. This body sponsors activities and assists in making policy changes that concern all Presentation students.

INDEPENDENT STUDY/LEARNING

Any student may suggest and contract for specialized learning. Examples would include research in an area of special interest or independent learning assignments. The student will provide a proposal that includes a statement of learning goals, methods to pursue those goals (including number of supervisory discussions, bibliography), as well as a contract for evaluation and accountability.

COMMUNITY RESEARCH

Presentation College, social work students have a variety of opportunities to become involved in community-based research as part of their educational experience. Some of these research activities may include assessing community needs, evaluating agency services and client utilization of services.

FINANCIAL AID

The Presentation Social Work Program has two scholarship programs, direct and endowed. Social Work students will be notified as to the availability of funds and application procedures. Decisions on recipients are determined by the scholarship subcommittee of the Advisory Board. Students have the same opportunities as other Presentation College students, including loans, grants, work-study, and academic Scholarships.

SOCIAL WORK ORIENTATION

Each fall the Social Work Program hosts a program orientation in Aberdeen, Eagle Butte and Sioux Falls. The purpose of the meeting is for new students to meet other students as well as the faculty and for returning students to become reacquainted. In addition, information about applying to the SW Program is presented.

CSWE Educational Policy and Accreditation Standards Social Work Curriculum Map

	SW111	SW233	SW243	SW273	SW324	SW353	SW363	SW374	SW383	SW415	SW425	SW442	SW444	EC243	HS223	SO103
3.0 Foundation Program Objectives																
1. Apply critical thinking skills within the context of professional social work practice	x	x	x	x			x	x	x	x	x	x	x	x	x	x
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.	x	x	x	x	x	x	x	x	x	x	x	x	x			
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.		x	x	x	x	x	x	x	x	x	x	x	x		x	x
4. Understand the forms and mechanism of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.		x		x	x	x	x	x	x	x	x	x	x	x	x	x
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.	x	x		x	x	x		x	x	x	x	x	x	x	x	x
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes					x			x	x	x	x	x	x			
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.	x	x	x	x	x	x	x	x	x	x	x	x	x			
8. Analyze, formulate, and influence social policies.	x	x		x		x	x		x	x	x	x	x			
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.							x	x	x	x	x	x	x			
10. Use communication skills differentially across client populations, colleagues, and communities.	x			x				x	x	x	x	x	x	x	x	
11. Use supervision and consultation appropriate to social work practice.								x	x	x	x	x	x			
12. Function within structure of organizations and service delivery systems and seek necessary organizational change.										x	x	x	x			

4 Foundation Curriculum Content

4.0 Values and Ethics - the 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.

x x x x x x x x x x x x

4.1 Diversity - 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 education 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.

x x x x x x x x x x x x

4.2 Populations at-risk and social and economic justice - examining 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.

x x x x x x x x x x x x x x

4.3 Human Behavior and Social Environment - 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.

x x x x x x

4.4 Social Welfare Policy and Services - 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 indentify financial, organizational, administrative, and planning processes required to deliver social services.

x x x x x x x x

4.5 Social Work Practice - 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 leaderships for policies and services; and promoting social and economic justice.

x x x x x x

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.

x x x x x x x

4.7 Field Education - 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 objectives.

x x