Department of Human Services

Social Work Program

Accredited by the Council on Social Work Education

South Carolina State University

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The University Mission Statement

South Carolina State University (SC State) is a historically Black public 1890 land-grant senior comprehensive institution of approximately 4,500-6,000 students. Located in Orangeburg, South Carolina, SC State University is committed to providing affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, and humanities. A number of programs are offered at the master’s level in teaching, human services and agribusiness, and the educational specialist and doctorate programs are offered in educational administration.

SC State University prepares highly skilled, competent and socially aware graduates to enable them to work and live productively in a dynamic, global society. Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development of the state and nation. (This mission statement was approved by the S.C. State University Board of Trustees on March 30, 2010 and by the South Carolina Commission on Higher Education May 6, 2010.) (2010-2012) SCSU Undergraduate Catalog, page 12).

Mission of the Social Work Program

The mission of the undergraduate social work program at South Carolina State University is designed to prepare competent ethical and effective generalist professional practitioners for entry level practice with individuals, families, small groups, organizations and communities. The mission adopted by the Faculty in 2010, is consistent with the purpose of the social work profession which is to prepare graduates with the specific social work knowledge, skills and appropriate values for working effective with vulnerable populations. The mission is in keeping with the Educational and Policy Standards (EPAS) adopted by the Council on Social Work Education in April, 2008 for baccalaureate-level social work programs.

This mission is consistent with the purposes of social work which 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 achieve goals, developing resources, and prevent and alleviate 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 promotes 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.
Social Work Program Goals

The preparation of generalist social work practitioners require that they be able to move into direct service positions in a variety of social service agencies, including community and organizational settings. As a professional discipline, meeting the goals and objectives of the social work program require that students be exposed to a breadth of knowledge and experiences that go beyond the typical classroom curriculum. Therefore, there are considerable community service and experiential exercises in all classes and an educationally directed field instruction component that enhances students' understanding of the profession of social work, the variety of people it serves, and the variety of agencies and organizations in which social work activity takes place. Program mission and goals flow directly from its mission to prepare competent beginning level, generalist practitioners to intervene with client systems of all sizes. The social work program at South Carolina State has identified the following broad goals:

- To prepare graduates for beginning generalist professional social work practice with client systems of various sizes and types;
- To provide graduates with the skills necessary to work competently with diverse populations and intervene with people who are at risk because of their race, color, ethnic group identity, age, gender, handicapping condition, sexual orientation or any other characteristic that make them vulnerable to social and economic injustice;
- To prepare graduates who can demonstrate integration of professional values and ethics into their practice;
- To prepare graduates who will be lifelong learners and who will take responsibility for their personal and professional growth and development and contribute research based knowledge to the profession;
- To prepare graduates who understand and accept responsibility for working through individual intervention and advocacy to make social systems more responsive to the needs of vulnerable groups and communities;
- To prepare graduates for graduate study;
- To provide continuing professional development opportunities to the professional community.

The goals of the social work program in its preparation of generalist professionals are guided by standards set forth in the 2008 Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education. Hence, the social work program is a rigorous one and requires that students master a specific body of liberal arts content (humanities, social and behavioral sciences and biological science) and professional foundation knowledge (human behavior and the social environment, social work research, social welfare policy, social work practice, content on values and ethics, diversity and social and economic justice and field instruction. It is through the actual field experience that the student is able to demonstrate an ability to integrate knowledge in planned change efforts.
Two necessary requirements for students to become effective practitioners are (1) that they be committed and (2) that they possess a level of maturity and readiness to understand and use themselves in an effective ethical way that facilitates change and empowers client systems.

**Social Work: A Professional Discipline- The Generalist Perspective**

Social work is one of many “helping” professions. The aim of social work is to help people, whether individually, in groups, families or communities, to solve or alleviate problems, to reach their goals and confront oppression and injustice. Social workers do this by working directly with individuals and families, groups of people and communities or organizations to solve or prevent problems and to confront oppression and injustice. The BSW (Bachelor of Social Work) degree awarded by South Carolina State University prepares graduates for jobs as generalists, entry- level social workers. Graduates will be prepared to work in a variety of human service agencies and organizations.

The social work program at South Carolina State University defines generalist social work practice as entry level professional practice that is characterized by a multi-centered approach. This approach utilizes a strength perspective that requires practitioners to intervene differentially and skillfully with client systems of all sizes. In the generalist approach, client system needs and resources are assessed from an ecological-systems perspective which emphasizes the interrelationship between clients and their environment. Furthermore, generalist practice is one in which the social worker, under supervision, uses critical thinking skills to engage in a problem solving process that incorporates professional knowledge, values and skills, and is flexible enough to target intervention at systems of various sizes. Specifically, the BSW graduate is prepared to:

- Work with many diverse persons including; (children and their families, the elderly, teens, persons living with disabilities, persons who have problems with drugs and/or alcohol, and people from many various backgrounds and ethnic groups).

- Work in many different settings (county departments of social services, family service agencies, employee assistance programs, housing, juvenile and adult courts, nursing homes, hospitals, schools, correctional facilities, health departments, legal offices, self-help organizations, residential treatment facilities, hospice, mental health clinics, day care centers, governmental offices, and community action agencies).

- Work with many different problem situations (abuse and neglect of children and/or the elderly, delinquency, family violence, spousal abuse, mental illness, chronic and acute health problems, community problems, refugee issues and concerns, employment, school problems, death, poverty, substance abuse).

- Apply for advanced standing in a graduate program and earn the MSW (Masters in Social Work). Only graduates from accredited undergraduate programs in social work are eligible to apply for advanced standing which allows one to complete the MSW in less than two years.
The History of Social Work at South Carolina State University

The undergraduate social work program began at South Carolina State University in 1970. At that time a sociology professor received funds from the Kellogg Foundation to expand the then Department of Social Sciences. This funding also allowed her to attend Institutes in undergraduate social work education sponsored by the Southern Regional Education Board (SREB). Armed with this information and the data from a survey showing that eighty percent of the students then majoring in psychology and sociology were interested in the field of social work, the administration approved the development of an eighteen hour course of study in social work.

This course of study was placed in the sociology component of the Department of Social Sciences, located in the School of Arts and Sciences. An MSW faculty person was hired to coordinate the sequence. This faculty person subsequently received a grant to expand and develop a full degree program in social work in keeping with the guidelines from SREB. In 1972, a second MSW was hired to develop and implement the Field Instruction component of the program.

A new academic structure in 1975 placed the social work program in the Department of Behavioral Sciences along with undergraduate programs in Psychology, Sociology and Counselor Education, and graduate programs in Rehabilitation Counseling and Counselor Education. The intent was to bring all of the behavioral sciences disciplines together as a way to facilitate faculty and student exchange and collaboration.

In 1977, the program began granting the Bachelor of Science in Social Work (BSSW). At that time, the program required thirty hours in social work courses in addition to the regular liberal arts courses. The program was composed of four full-time, experienced social workers at this time.

In 1978, another change in the administrative structure of the university placed the social work program in the Department of Human Services under the School of Applied Professional Sciences.

The Social Work Program received its initial accreditation from the Council on Social Work Education (CSWE) in 1991. Reaffirmation of the Social Work Program’s accreditation was received in February 1997. This accreditation was for the full eight year cycle (1997-2005).

In January 1998, the Social Work Program was elevated to Department status. The Greenville University Center program became operational in the fall of 1998, when a full-time faculty person was hired to coordinate the program. Currently, the social work faculty consists of five African American females and one African male. All faculty possess the MSW degree; two have doctorates.

Effective July 1, 2004 as a result of the university’s reorganization of the academic affairs division, the social work became one of four professional programs housed in the Department of Human Services. The Program is housed in the College of Education, Humanities and Social Sciences.

In February 2005, the social work program’s program was reaffirmed for the full 8 year cycle (2005-2013).
Admission and Retention

Applicants interested in pursuing a BSW degree are subject to the same admission policies and procedures as other university applicants. The program is organized and implemented without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political affiliation, religion, sexual orientation or status that would be viewed as a barrier to admission. Students declaring social work as a major are not automatically admitted to the major. A student must meet the following admission requirements to be considered a BSW major:

A student must:
1. Be enrolled in the Introduction to Social Work course (SW300) at the time application to the program is made or apply during the first meeting of the Admission Committee for those students who are interested in transferring into the program or for those wishing to change their major to social work.
2. Have a cumulative grade point average of 2.30 or better.
3. Complete a paper: “Why I want to be a Social Work”.
4. Complete the Application for Admission to the Social Work Program.
5. Interview with the Admission Committee.
6. Complete these prerequisites: Biological Science 150 and Biological Science Lab 151, Psychology 250-General Psychology and SOC 250- Introduction to Sociology.
7. Complete the 30 hour volunteer experience in a social agency.
8. Successfully complete SW300-Introduction to Social Work with a grade of C or better.

Once all paper work is completed, an interview is scheduled with the program Admission Committee composed of full-time faculty. Using the information mentioned above and any additional comments and/or documents presented by the student, there is a discussion of student’s strengths, attitudes, values, and needs as pertain to suitability for professional entry level social work practice. The applicant and materials presented during the interview are evaluated on the following criteria:

1. Demonstrates a beginning understanding of social work values and the NASW Code of Ethics.
2. Displays self-awareness and an openness to constructive feedback from others.
3. Communicates a beginning understanding of suitability for the social work profession.
4. Awareness of current social problems that impact client systems.
5. Discusses plans for personal growth.
6. Shows an awareness of and sensitivity to population groups that are vulnerable and diverse.
7. Demonstrates appropriate verbal and written skills.

After the student and faculty have evaluated the student’s readiness to enter the social work program, a student is accepted, accepted conditionally or advised that he/she does not meet the admission criteria at this time. Students in the last two groups are helped to work out a plan and time schedule to meet admission requirements or to select another major.
Transfer Students

Transfer students are accepted at South Carolina State University if they meet the requirements detailed in the most recent catalog. Admission to the university does not automatically guarantee admission to the social work program. A student transferring into the social work program from another college or university must have his/her transcript evaluated by the Admissions Office. Courses meeting the university’s general education requirements are approved at this level. The transcript is then sent to the program coordinator for review. The student’s transcript is evaluated and courses meeting the requirements for the social work degree are approved. Upon approval, the transcript is returned to the Registrar’s Office and becomes a part of the student’s permanent record.

Students transferring from an accredited social work program must meet with the program coordinator to determine if content from the transferred courses match the content in the curriculum. No credit is given for field instruction courses. Catalogs are also referenced, when necessary.

Students transferring from non-accredited social work programs (including two-year Human Services degree programs) must present catalogs and course syllabi to the program coordinator who will interview the student. On occasion, the faculty at the former institution is contacted. No core social work courses beyond the Introductory and first Human Behavior and the Social Environment courses are accepted from these programs. Elective courses are accepted when they are comparable to South Carolina State University social work elective courses. No credit is given for practice or field instruction courses.

A student accepted at South Carolina State University for transfer from a non-accredited institution is temporarily assigned an unclassified standing.

South Carolina State University students who wish to change their major to social work program must meet with the program coordinator to discuss their interest in and suitability for the profession. Transcripts are evaluated based on courses that meet the social work curriculum. A cumulative grade point average of 2.30 is required.

Progression Through the Social Work Degree Program

In order to proceed uninterruptedly through the social work program, students must maintain a grade of C or better in all social work courses and maintain a cumulative grade point average of 2.30 or better. Students who fall below these minimum requirements cannot take additional core social work courses until these requirements have been attained.

Social Work Program Policy on Incompletes

Due to the professional nature of the social work degree, the sequential nature of the course content, and the need to be able to transfer knowledge from one situation to another, any social work courses for which the student has received a grade of “incomplete” must be removed within the first six weeks of the ensuing semester. If a course is not passed with a minimum grade of C, the student must immediately withdraw from all currently required social work courses for which he/she is enrolled.
EXCEPTIONS: Students enrolled in the practice/field instruction sequences must pass each class before entering the final practice/field instruction component. For example, student must earn a minimum grade of C in Social Work Practice II, Field Instruction I and Seminar I before enrolling in Social Work Practice III, Field Instruction II and Seminar II.

Advising

The social work program places a high priority on academic advisement. All full-time social work faculty provide both academic and professional advisement for all students accepted in the BSW program and those students who indicate an interest in pursuing social work as a major. All fulltime social work faculty possesses a master’s of social work degree and are licensed/certified. Two hold doctorates. Students receive academic and career advisement throughout their matriculation in the program. Students experiencing personal concerns that might be interfering with their academic performance meet with their advisor. Based upon the nature of the personal concern, students may be referred to Student Services (Counseling and Self Development Center) or to appropriate community agencies.

The advisement process is a partnership between the student and the faculty advisor. Faculty advisors meet with students regarding matters related to the program, the profession and individual concerns. During advisement, the faculty discuss with the student his/her academic performance and selection of courses. When a student is assigned an advisor, an academic folder containing a copy of the transcript evaluation, a curriculum guide, current grades and an academic advisement form is setup which is reviewed during formal advisement at the beginning of each semester and during the registration process.

The curriculum sheet is updated with the student using the Banner System’s Curriculum, Advising, and Program Planning/Degree Audit Program (CAPP) is also reviewed.

This information allows the faculty and student to monitor the student’s progress for appropriate advising of classes. A faculty advisor’s signature is required if someone other than the assigned advisor is entering courses into the Banner System. The process occurs throughout the student’s matriculation in the program. Students who disagree with the advisement process may use the appeal process as outlined under Students’ Rights.

Additionally, faculty advise students through written comments on assignments and, as needed, conferences to help students remain goal oriented and achieve course competencies. The following guidelines explain the specific advising partnership which exists while students are enrolled in the social work program:

1. The advisement relationship is normally started as students enter as new students to the university when students are enrolled in the introductory courses and continues until graduation. The student is assigned an advisor and participates in the Student Success and Retention Program’s Freshman Year Curriculum which included UNIV 101 and the general education curriculum.

2. The advisee meets with the advisor several times throughout the academic year. However, they must meet a minimum of two times. This occurs during registration periods for each semester. Academic advising is the sole responsibility of social work faculty. **Under no circumstances are students to seek academic advisement outside of the program.**
3. Faculty advisors are required to use the Curriculum, Advising, and Program Planning/Degree audit Program to ensure that students are progressing satisfactorily. Faculty also maintains an updated curriculum sheet, reflecting program progression, on each advisee. Final grade reports are to be posted onto the curriculum sheet as soon as possible in order that current records are maintained.

4. The advisee should contact the advisor whenever changes arise: Possible examples are:
   a. when you plan to add or drop a course;
   b. when you are having difficulty with a course;
   c. when you need advice about career possibilities;
   d. when you need to talk to an experienced listener; and
   e. when you have good news you would like to share.

5. All course request forms, as well as add and drop forms must be maintained in the student’s record. Any refusal by the student to follow the advisor’s suggestions as related to courses is to be documented by having the student sign a written statement indicating refusal to follow advice.

6. Faculty post their office hours. Students are encouraged to use these hours, when possible. However, advisors do make additional time available to students as needed. Remember, the student is ultimately responsible for meeting all degree requirements and for seeking regular academic advice.

**Student Rights**

The University Catalog and the University Student Handbook clearly depict the rights of all students, as do Social Work Program documents. For example, the catalog has information pertaining to grade reports, incompletes, withdrawals, unethical behavior and dismissals. All students at South Carolina State University have the right to receive instruction by qualified professionals in their respective disciplines, appropriate resources, academic support services, and to be treated with dignity and respect in their educational endeavors.

The Student Government Association (SGA) is the official organization representing the student body. As the official representative of students, the Association investigates concerns of student life and activity and makes reports and recommendations to the proper officials of the university. All students are encouraged to become involved in the Association (2010-2012 SCSU Undergraduate Catalog, page 35).

The Social Work Program makes every effort possible to assure that the rights of students are respected and that there are appropriate avenues for students to influence appropriate aspects of the program. More specifically, the Program has delineated the following as student rights:

- The right to instruction by qualified social work professional;
- The right to appropriate academic supports and resources;
- The right to receive course syllabi, books and course assignments in a timely manner;
- The right to an explanation of academic expectations and grading criteria;
- The right to have faculty present in class on a timely basis;
• The right to meet with faculty for individual consultation during scheduled times;
• The right to advisement for academic and school related concerns from an assigned advisor;
• The right to have papers and assignments returned in a timely manner with appropriate comments and grades;
• The right to field instruction assignment with qualified supervision;
• The right to fair and consistent grading;
• The right to review their academic records;
• The right to privacy in relation to academic records;
• The right to be treated with dignity and respect in educational endeavors;
• The right to participate in the governance of the Social Work Program.

These rights shall not be abridged by any person affiliated with the University. In such instances that one or more of these rights are abridged, grievance is appropriate.

The faculty strives to make all decisions regarding students in the interest of the student and the profession. A student recommended for counseling out because of non-academic reasons may appeal the decision. This appeal procedure for non-academic reasons can be initiated at the point of application to the Social Work Program and anytime thereafter.

**Evaluation of Student Performance**

The criteria for evaluation of student academic performance are made explicit in comprehensive course syllabi distributed to students in each course at the beginning of each semester. Faculty members are required to model course syllabi after a format which includes course description, course rationale, course objectives, course competencies, expected measurable outcomes, course outline, specific course requirements, method of evaluation, grading scale and references. In addition, a course schedule should be included.

The grading system is based upon the extent to which the student meets the course objectives as demonstrated by specific practice behaviors through course measurement methods (specific tasks, such as student papers, experiential exercises, class discussions, and examinations and special projects). The academic expectations contained in the syllabi are discussed in detail at the beginning of each course. Faculty is encouraged to use the APA format and utilize rubrics for all major assignments. The University grading system is based on the 4 point system: A (90-100), B (80-89), C (70-79), and D (60-69). Final letter grades are assigned as A, B, C, D, or F. All grades of D or F must be repeated in the major area of study. Students must maintain a cumulative 2.30 grade point average and at least a C in all major courses. The University also has policies and procedures for handling students who consistently fall below minimum academic requirements. In these cases students are placed on probation and are required to carry reduced course loads. If the academic performance does not improve within the time period specified, the student can be suspended from the University. The student can appeal to the Review Board for reconsideration.

Students functioning below the cumulative 2.30 grade point average are made aware of the faculty’s concern and are required to meet with their advisor and to work out a program that would be of assistance to them. These students cannot enroll in additional core social work courses until the minimum cumulative 2.30 grade point average is attained.
The university and the program are aware of the need to “counsel out” students who, in spite of advising and persistent efforts of faculty, continue to attain an unacceptable grade point average.

Students involved in field instruction participate in a joint evaluation process, with guidelines distributed to field instructors and students at the beginning of the field experience. Mid-semester reports are used as part of an accountability system to identify strengths and problem areas in student performance.

End of the semester evaluative reports are a joint evaluative process using the Field Evaluation I and II “Evaluation Form”. The criteria for assessment include a five point scale ranging from the lowest, a “1” indicating that “the student has not yet developed the skill” to a “5”, (the highest) which indicates that the skill is consistently integrated as a part of the student’s performance. Also included is a category which reflects “unable to evaluate”. The extent to which students are demonstrating mandated practice behaviors are assessed through their functioning within agency placement, participation in the learning/teaching process, development of professional self, use of professional values and ethics, developing professional relationships, communication skills, the problem solving process and macro issues. (Note: This form is being revised – Spring 2012).

Students and agency field instructors jointly discuss the evaluation form after which they meet with the field liaison for further discussion. Recommendations are made for further skill-building. Seminars for field students are held weekly and provide yet another opportunity to develop the student’s capabilities as well as serve as a critical and ethical analysis of their field experience.

### Counseling Out for Academic and Non-academic Reasons

A major function of social work education is to ensure that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service require that graduates from the program be prepared to deliver social services in a professional manner. At times it becomes necessary to reassess a student’s motivation and suitability for a career in social work.

The counseling out process begins with a needs assessment. An attempt is made to determine the goals and objectives of the student. The next step is to match the goals and objectives of the student with the social work program objectives and those of the social work profession. When an imbalance exists, the process is designed to work with the student to clarify concerns, reassess the student’s potential, and redefine the student’s goals and objectives.

This is always done within an empowering framework. That is, the need of the student is the driving force that leads to decision making. If counseling out is necessary, other degree options are pursued. Students are apprised of the various programs available throughout the University system and assisted with the transition process when a student chooses this option.

Students are encouraged to explore their reasons for pursuing a career in social work. They are assisted with operationally defining their career goals, looking at what they want, determining whether the profession meets their needs or whether they need to consider another way of fulfilling their professional needs. The program’s policies and procedures are included in the Field Manual. The criteria established for this decision includes one or more of the following.
Inadequate Academic Performance

Any student who consistently performs at below average levels in coursework is subject to critical review by the social work faculty. Such a review is mandatory for students who do not meet the grade point requirements. The program requires that students maintain a 2.30 cumulative grade point average and that they earn a “C” or better in all social work courses. At the end of each semester, students’ records are reviewed. Any student who does not meet academic standards is sent a letter by the program coordinator. This letter reminds them that they cannot proceed in the social work curriculum. Students are reminded of their right to appeal this decision and are referred to the Student Handbook and asked to see their advisor. If a student chooses to appeal, he/she will follow the appeal process outlined. This information is included in the Field Manual as well.

Attempts are made to help all students successfully complete this practicum. If students are experiencing difficulties, they are encouraged to reach out to agency field instructors, field liaison, and other social work faculty for help in resolving practice and/or professional issues or concerns.

When a field instructor ascertains that a student’s performance is deficient to the point that passing the course is doubtful, the student and field liaison should be advised orally of the deficiencies and of the possible resolutions. This should immediately be put in writing and signed by the field instructor and the student. A copy is sent to the field liaison and to the field coordinator. The field liaison may convene a conference in which all three participate. The field liaison may assist by clarifying issues and suggesting strategies to resolve these issues. The faculty will be available for support, advice, and assistance. If at this point, all involved believe the problems can be resolved successfully before the semester ends no further intervention may be necessary. The field instructor and student submit written progress reports to the field liaison at intervals determined during the conference.

If the difficulties persist, the field liaison may ask the field coordinator to consult on the situation. Conferences may be held with those involved to examine the student’s performance, the field instruction teaching methods, and/or the appropriateness of the agency setting. The purpose is to offer educational alternatives which could include changes in the student’s use of opportunities, changes in teaching methods and/or agency assignments and/or provisions for extended time. For example, assigning a grade of “incomplete” allows students the time necessary to master competencies. Written reports of these conferences with faculty liaisons are made a part of the student’s folder.

The goal, of course, is for students to be able to successfully complete the practicum. If the student is unable to complete the practicum, an option for repeating the course is available. Another option is to initiate the counseling out process. On occasion when the student is the first one to identify the deficiencies, he or she should immediately initiate this process by discussing concerns with the appropriate person.

Inadequate Interpersonal Relationship Skills

Social work requires the ability to relate to others non-judgmentally and with warmth and genuineness. Although the ultimate test of the student’s interpersonal skills is in relationship to clients (especially seen in SW402 and SW405-Field Instruction courses) faulty relationships with faculty and peers raise serious questions about the students’ suitability for the profession of social work.
The National Association of Social Workers Code of Ethics, which spells out ethical behaviors, is used as a basis for evaluating a student’s potential for professional social work. Students experiencing difficulty in the social work program are assisted by their advisors to identify the difficulties and develop a plan for addressing the area(s) of concern. It is during this time that the advisor and student must carefully assess the student’s motivation and potential for professional practice. Students are helped to clarify what they want and the most appropriate method to reach their goals.

Other behaviors that might bring into question a student’s suitability for social work includes:
(a) attitudes and behaviors inconsistent with the NASW Code of Ethics (b) mental/emotional difficulties that impair performance, interactions, and/or relationships with peers, faculty, agency staff and/or clients and (c) unresolved personal issues which impair performance and interactions with peers, faculty, agency staff and/or clients.

Lack of Adaptation to the Goals of the Program

A social work student may demonstrate, through behavior and attitudes expressed in the classroom, little or no commitment to the social work profession. Prejudices and other judgmental attitudes may present themselves, and may not pose a problem as long as the student is willing to develop self-awareness and grow toward professionalism. However, a student who continues to be un-accepting of social work values, and the goals and objectives of the social work program, will be encouraged to select another major.

Although students may decide to withdraw at any time from the social work program, some students wish to remain in the program in spite of the difficulty they have maintaining standards. Again, through the advisement process, faculty has been successful in helping some students work toward meeting academic standards. This is accomplished by analyzing with the student, what the difficulty might be and recommending remedial assistance.

Procedures for Termination from the Social Work Program

Students who may be identified by faculty as being deficient in meeting suitability requirements in either academic or behavioral areas must meet with their advisor. A plan for remediation is developed, if appropriate. However, if termination is recommended, the advisor discusses the situation with the full faculty and also will advise the student of the appeal process. If the student is interested in appealing, he/she is referred to the Student Handbook for the process. The program’s Review Committee is responsible for hearing all student appeals. The purpose of this committee is to review what has occurred and to evaluate, assess and make recommendations. The committee is made up of two full-time faculty members and a student representative. The committee assists in resolving problems and developing solutions within university policies. In the event the difficulties are field related, the field coordinator and faculty liaison are members of the committee. Any student wishing to appeal a decision will appear before this committee (along with an advocate should they choose) to present the situation.

After thorough review the Review Committee may make any one of the following recommendations:
1. Permit the student to continue in the program conditionally. These conditions must be agreed to by the student.
2. Allow the student to withdraw from the program.
3. Terminate the student from the program. In such a case, the committee would recommend that the student receive appropriate counseling to make a different career choice.
In the event that an appeal is sought, a Review Committee meeting is convened by the program coordinator. Because of the seriousness of a recommendation to counsel a student out of the Social Work Program, additional steps have been identified in the process in order to assure that student rights are protected. When a student wishes to appeal a decision, the following specific Appeal Steps should be followed:

1. **First Step: Discussion with the concerned individual**
   
a. The student with a grievance should initially discuss it with the appropriate person (i.e. Admission Committee if denial of entry into the program; Coordinator of Field Instruction if related to field issues).
   
b. If the dispute is not resolved at that level and the student is not satisfied with this decision, he/she may request a hearing to appeal the decision.
   
c. The student is informed that a request to the program coordinator, in writing, is necessary. The student is advised to prepare a plan to present to the committee. This should be initiated within seven (7) days of the original decision.

2. **Second Step: Hearing Procedure**
   
a. The student will notify the program coordinator, in writing, that a hearing is requested. This letter should clearly state the reason for the hearing request and the reason for the disagreement with the decision and the requested solution.
   
b. The program coordinator will convene the Review Committee within five (5) days of receipt of the request for appeal, and will notify, in writing, all concerned persons regarding the time and place of the hearing.
   
c. The Review Committee will consist of the following persons:
      1. The student with the grievance
      2. Two full-time social work faculty
      3. One student representative
      4. Program director (if deemed appropriate based on the nature of the appeal)
      5. If field related, the Field Coordinator and Field Liaison
   
d. The student with the grievance will present his/her case. All data and evidence should be presented in writing and may be supported with witnesses.
   
e. Following the presentation and discussions, the Review Committee will reach agreement to either:
      1. Uphold the previous decision;
      2. Reverse the decision; or
      3. Suggest alternative solutions

3. **Third Step: Further appeal.**
   
If either party wishes to contest the decision made by the Review Committee, he/she should follow the University Appeals Procedure.

Minutes of all appeal proceedings will be available and kept by the program coordinator for review by the student and/or persons concerned with the proceedings. Copies of final letters of notification of the decisions rendered by the Review committee will be kept by the program coordinator with the original going to the student who initiated the appeal.
Grade Appeal Process

A student may appeal a course grade if the student has evidence that the grade was assigned in a malicious, capricious, erroneous or arbitrary manner. Any change in grades must be made within six weeks of the fall, spring or summer terms following the date the final grades were submitted to the Office of Registrar. The process for appealing a grade is outlined in the University catalog on page 56. The University Student Handbook and is available in the office of Student Services and other strategic points on campus. Students in the social work program follow the same guidelines as other university students.

Field Application Process

Field instruction is an integral part of the social work curriculum. It is through the field experience that students are able to apply knowledge and skill gained in the classroom to actual practice. Students are assigned to social services agencies, institutions and programs to be trained by qualified professionals. It is here that students begin to utilize, in an integrated manner, the knowledge, values, and skills of the profession as they intervene with client systems of various sizes and types.

Students enter field instruction during their senior year in the program. Field instruction consists of two consecutive semesters. Students enter field instruction the fall semester where the primary focus of learning is on working with individuals, families and small groups. They continue in the same agency in the spring semester where the focus is primarily as macro level intervention while continuing with the micro and mezzo practice begun during the fall.

Students spend 16 hours a week in the agency (normally Tuesdays and Thursdays) for a minimum of 220 clock hours each semester. Time sheets are maintained to assure that this requirement is met prior to the end of each semester.

During the junior year, students attend an Internship Fair where they interact with various agencies and meet potential field instructors. They complete an “Application for Field Placement” form and submit it to the Coordinator of Field Instruction. An interview is scheduled with two full-time faculty members during which students’ strengths, learning needs, placement requests, and field requirements are discussed. There is additional discussion about interviews with appropriate agency personnel, required reports and the remaining requirements for placement. Students may shadow a worker in the agency after tentative placement is decided.

Requirements for Field Instruction

1. Cumulative grade point average of 2.30;
2. At least a grade of C in all social work courses;
3. Complete the Application Process
   a. complete application form and attach “Readiness for Field” assignment from the Professional Development class;
   b. interview with faculty
   c. attend Internship Fair
   d. interview potential field instructor/agency representative
   e. complete and submit SC Law Enforcement Department SLED check
f. successfully pass the English proficiency exam or complete E152 class with a grade of “C”
g. complete all other paper work
   1. Assessment of agency interview
   2. Student data form for the agency
   3. Agency specific forms

4. Be able to provide own transportation and costs related to field instruction

After all information is assessed, the student receives a potential placement assignment with the name of the agency person to contact to set up an appointment for an interview. Students return the form with the comments from the field instructor/agency representative and their assessment of the interview to the Field Coordinator. After all data is received and evaluated and the final grades are checked, students receive a placement. Shadowing may occur first.

Approved Courses and Electives for Social Work Majors

1. SW300-Introduction to Social Work is open to all students and is required of social work majors;
2. All SW prefixed courses, except SW300 and electives, are limited to social work majors;
3. SW305-Professional Development, SW306-Research I and SW307- Social Work Practice I must be taken and passed with a least a “C” prior to field instruction

General Education/Liberal Arts Requirements

Orientation (2 hours)
   UNIV 101- Introduction to the University Community

Communication (9 hours)*
   English 150-English Composition and Communication I
   English 151- English Composition and Communication II
   Speech 150-Fundamentals of Speech or Speech 250- Public Speaking
   * Must be passed with a minimum grade of C

Humanities (9 hours)
   Art 250- Art Appreciation or Music 250- Music Appreciation or Drama 254-
   Introduction to Theatre
   History 250 or History 251- World Civilization
   English 250 or 251- World Literature

Math and Computer Science (9 hours)
   Computer Science 150- Computer technology
   Math 150- Quantitative Reasoning-Mathematics or Math 152- Quantitative
   reasoning-Algebra
   Math 155- Introduction to Mathematical Modeling

Science (8 hours)
   Biological Science 150 and 151- Biological Science I and Lab I
   Biological Science 152 and 153- Biological Science II and Lab II
**Social and Behavioral Sciences (9 hours)**
- Political Science 252- American Government
- Psychology 250- General Psychology
- Sociology 250- Introduction to Sociology

**Personal Wellness (2 hours)**
- Physical Education 150 Series or HED 151-Personal and Community Health
- or Military Science 150-Introduction to ROTC

**African American Experience (3 hours)**
- SW250- African American Social Work Pioneers

**Free Electives (9 hours).** These may come from any discipline

**Approved Electives (6 hours).** These may be any course approved by the social work faculty advisor.

**Social Work Electives (6 hours)**
(any of the following courses can also be used to fulfill the 9 hours of free electives and 6 hours of approved electives).

- SW 415- Gerontology I
- SW 416- Gerontology II
- SW 417- Substance Abuse
- SW 418- Child Welfare
- SW 419- Disability Issues in a Multicultural Society
- SW 420- Special Topics in Social Work
- SW 421- Health Care Issues in Social Work
- SW 422- Grief, Death and Dying
- SW 423- International Social Welfare Policy
- SW 424- Women’s Issues

**Importance of Prerequisites**

The social work program is based on a combination of liberal arts and professional foundation curricula. Content from prerequisite courses is to be built on in the subsequent courses. For example, in order for a social work major to enroll in SW302- Human Behavior and the Social Environment II, he/she must have completed SW301- Human Behavior and the Social Environment I, Sociology 250, Psychology 250 and Biological Science I and Lab I. Content in SW301 focuses on the life cycle from conception to adolescence. Significant discussion occurs around the role of culture, race, health and wellness, and psychosocial influences on the behavior and well-being of people. The content from these course prerequisites provides students with the basic knowledge needed for understanding and appreciating these phenomena and their effect on people and the environment. Therefore, it is essential that students have the prerequisite knowledge. Monitoring fulfillment of the prerequisite content is the responsibility of the faculty advisor and students. Students who have not completed prerequisite courses are not to register for a class for which a prerequisite is required. Any exception to this policy must be granted by the program coordinator.
Classroom Policies and Requirements

1. Attendance

   Classroom attendance is an integral aspect of a student’s learning in social work. Lectures and discussion inform and extend student’s understanding of social work theory and methods. The complexity of social work practice cannot be learned through textbooks alone. Students are expected to attend all classes.
   - Unexpected emergencies do come up that may prevent the student from attending class. Absences should be discussed directly with the instructor as soon as possible.
   - Unexcused absences will have an adverse effect on the student’s grade and academic progression in the social work program. Each professor has his/her own procedure for handling these absences.

   Punctuality is extremely important. Attendance will normally be taken at the beginning of class. Any student not present within five minutes of the starting time of class will be marked absent unless there are extenuating circumstances.

2. Classroom Participation

   - Two important skills of social work are the ability to express one’s views and opinions and to take the initiative and act independently. Therefore, students are expected to be involved and active participants in the learning process.
   - Students are expected to prepare for each day by reading required material and completing any required work.
   - Students are expected to voice their opinions and questions and respond to questions posed by the instructor or peers.

3. Classroom Decorum

   - Social work is a professional discipline. Along with knowledge and skill, it is important for students to be prepared for responsibilities and requirements associated with professional behavior.
   - Respect other student’s ideas and wait for them to finish their thoughts before you make your point.
   - Give your full attention to what is going on in class. Do not engage in activities that distract others. Examples are: Side conversations with friends, eating and drinking in the classroom, doing other assignments, or leaving in the middle of class.
   - Cell phones must be turned off.
   - No hats are to be worn in class.

4. Children in the classroom

   - Children will not be allowed in the classroom. Emergencies do occur, and an exception may be made with permission of the instructor. Plan ahead! Have a back-up alternative should your regular child-care plan fall through.
# CURRICULUM LEADING TO THE BACHELOR DEGREE IN SOCIAL WORK

(121 Credits)

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Advisor</th>
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## REQUIRED COURSES

### FRESHMAN YEAR

#### FIRST SEMESTER

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<th>Course Description</th>
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<td>UNIV101-Introduction to University Community</td>
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<td>English 150-English Composition &amp; Communication</td>
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<td>Sociology 250-Introduction to Sociology</td>
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#### SECOND SEMESTER

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<td>English 151-English Composition &amp; Communication</td>
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<td>Mathematics 155-Introduction to Math Modeling</td>
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<td>Psychology 250-General Psychology</td>
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### SOPHOMORE YEAR

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<td>Political Science 252-American Government</td>
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<td>Computer Science 150-Computer Technology</td>
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<td>Speech 150-Fundamentals of Speech Communication OR Speech 250-Public Speaking</td>
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<td>Social Work 300-Introduction to Social Work</td>
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<td>English 250 OR 251-World Literature</td>
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<td>Social Work 301-Human Behavior and the Social Environment I</td>
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<td>Social Work 250-African American Experience</td>
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### JUNIOR YEAR

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<td>Social Work 303-Human Diversity</td>
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<td>Social Work 304-Social Policy and Services</td>
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<td>Social Work 305-Orientation to Professional Development</td>
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### SENIOR YEAR

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### SOCIAL WORK ELECTIVES

*Six hours of Social Work Electives*

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**APPROVED ELECTIVES**

*Six Hours of Approved Electives*

(Approved by the Advisor)

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**FREE ELECTIVES**

*Nine hours of free electives*

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*Any or all of the social work electives can be used to fulfill the nine hours of free electives.
SOCIAL WORK COURSE DESCRIPTIONS

SW250. African American Experience 3(3, 0). This course is designed to provide students with a sense of history and pride regarding the contributions of African Americans to social welfare and social work practice. The course focuses on the contributions of African Americans in initiating, planning and developing social welfare programs and services during the harsh period in US history when segregation, social and economic injustices toward people of color was acceptable. 
Prerequisites: Junior status. (S)

SW300. Introduction to Social Work. 3(3, 0). This course is a survey course examining the concepts, attitudes, resources, functions and activities in the field of social work. It stresses values, ethics, definition and function of the social welfare system. It also presents the history of social welfare policy and services in the United States, contemporary issues in social welfare, the impact of racism, oppression, poverty discrimination and gender on such programs. Thirty (30) hours of volunteer agency service is required. Students apply for admission to the program during this class.
Prerequisites: None. (F, S)

SW301. Human Behavior and the Social Environment I. 3(3, 0). This is the first of two courses in the human behavior in the social environment sequence. Students apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development from conception to adolescence stressing the fundamental concepts of person-in-environment, human ecology, social system and strengths. Students utilize conceptual frameworks to guide their understanding of problem identification, assessment, intervention, and evaluation.
Prerequisites: SW300. May be taken with SW 300 with approval for Program Coordinator. (S).

SW302. Human Behavior and the Social Environment II. 3(3,0). This course expands upon the theories and knowledge taught in SW301 and incorporates theories specific to understanding biological, social cultural, psychological, and spiritual development from adolescence through old age of the life cycle and the adjustment tasks common to each stage. The concepts of person-in-environment, human ecology, social systems, and strengths continue to be a focus. Students utilize conceptual frameworks to guide their understanding of problem identification, assessment, intervention and evaluation.
Prerequisites: SW301. Taken concurrently with SW303, SW304, and SW305 (F)

SW303. Human Diversity and Social Work. 3 (3,0). Students will examine and understand the dimensions of diversity as the intersection of multiple factors including age, class, color, culture, disability, ethnicity, gender and gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. The cognitive and sensitivity focus of the course will help students address concepts of individuality, oppression, equality privilege and power as ways of helping them clarify attitudes and values as they deal with clients and other systems in their efforts to enhance social and economic justice.
Prerequisites: SW301. Taken concurrently with SW302, SW304 and SW305. (F)

SW304. Social Policy and Services. 3(3, 0). Social welfare policies and issues that affect social work practice and the problems which social workers confront is the focus of this course. Students examine the historical development and structure of social welfare policies and services through which society and organizations attempt to manage, control, minimize, and/or eliminate social problems, their consequences, and effects. Social workers are charged with the responsibility to become change agents. This course helps students explore their roles as practitioners in the development and implementation of social policies and programs that further social and economic justice.
Prerequisite: SW 301. Taken concurrently with SW302, SW303 and SW305. (F)
SW305. Orientation to Professional Development. 3(1, 2). The course is a laboratory course. Course content will include issues related to student readiness to enter field instruction and professional practice. This course reinforces the communication process in social work and the skills needed in conducting professional interviews. Professional decorum, professional practice behaviors, stress and time management skills are some of the topic to be covered. The ethical principles embedded in the NASW Code of Ethics are reinforced. Role plays, case scenarios, mocked interviews provide students with opportunities to demonstrate the professional use of self. Prerequisite: SW 301. Taken concurrently with SW302, SW303 and SW304. (F)

SW306. Social Work Research and Statistics I. 3(3, 0). This is the first of two courses in research and statistics. This course introduces students to the social work research process. Topics include basic principles in social work research, problem formulation, designing research ethics. Quantitative and qualitative research is emphasized. The intention of both courses is to prepare students to use research as a means of informing and improving their professional practice and to conduct research to add to the profession. Prerequisites: SW302, SW303, SW304, and SW305. Taken concurrently with SW 307. (S)

SW307. Social Work Practice I. 3(3, 0). This, the first course in the practice sequence, reinforces students’ knowledge of generalist social work practice with individuals and small groups. The focus of theory is on problem solving with individuals and small groups and examines a number of theories including ecological systems, empowerment theory and strengths theory. Using the General Intervention Model (GiM), role plays and video-taped interviews to analyze case situations, students demonstrate beginning skills in the planned change process-engagement, data collection, assessment, intervention, evaluation and termination. Prerequisites: SW302, SW303, SW304 and SW305. Taken concurrently with SW306. (S)

SW 400. Social Work Research and Statistics II. 3(3, 0). This course provides students with advanced skills in (a) conceptualizing research problems in practice, (b) completing research in such areas as needs assessments, program evaluation and single subject research; and (c) using inferential skills of data collection and analysis students understand and apply quantitative and qualitative research measures to a proposal initiated in SW 306 and completed during the field and seminar courses. The techniques of single subject research and ethical standards in research are reinforced. Prerequisites: SW 306 and SW307. Taken concurrently with SW 401, SW402 and SW403. (F)

SW401. Social Work Practice II. 3(3, 0). This course focuses on a generalist approach to social work practice with families and individuals-at-risk because of substance abuse, domestic violence, poverty, handicapping conditions, poor housing, and unsafe communities. Special attention is given to intervention with individuals and families with special needs including gays and lesbians, people of diverse racial and ethnic backgrounds, and women. Practice focus on identifying, analyzing, and implementing ethically sound, evidence-based interventions and evaluating outcomes of interventions. Prerequisites: SW306 and SW307. Taken concurrently with SW400, SW 402 and SW403. (F)

SW402. Field Instruction I. 6(0, 6). Under the supervision of a professional social worker, students spend 16 hours per week in an agency or an approved setting to acquire experience in direct generalist social work practice, thereby giving them an opportunity to apply theory to practice with individuals and small groups. Prerequisites: SW306 and SW307. Taken concurrently with SW400.SW401 and SW403. (F)
SW403. Social Work Seminar I. 2(2, 0). A seminar to accompany SW402. Pulling from their field experience, students demonstrate entry knowledge, values and skills of generalist social work practice with individuals and small groups. Here, students integrate and apply theoretical frameworks learned in classroom and field instruction. Prerequisites: SW 306 and SW 307. Taken concurrently with SW 400, SW 401, and SW 402. (S).

SW 404. Social Work Practice III. 3(3, 0). This third course in the practice sequence builds upon the conceptual base of the material presented in SW307 Social Work Practice I and SW 401 Social Work Practice II. The emphasis is on organizations and communities which provides a bridge between micro and macro levels of intervention. The course parallels and enhances the field practicum by providing a range of macro theories and methods. Students use knowledge and skill to respond proactively to macro-level problem appropriate for beginning generalist practice. Prerequisites: SW401, SW402 and SW403. Taken concurrently with SW405 and SW406. (S).

SW405. Field Instruction II. 3(3, 0). This is the second part of the Field Instruction sequence. Students build upon field learning experiences from the preceding semester and demonstrate more advance knowledge, values and skills as generalist social work practitioners who understand and employ strategies to advance social justice. While continuing with their intervention with individuals and groups, students focus on macro experiences. Students spend 16 hours per week in an approved setting. A total of 220 clock hours are required for the completion of the two semester field instruction experience. Prerequisites: SW 402 and SW 403. Taken concurrently with SW 404 and SW 406. (S)

SW406. Social Work Seminar II. 2(2, 0). A seminar to accompany SW 405. This seminar is interconnected with Field Instruction II and pulling from their Field I experiences, students demonstrate greater understanding of macro level intervention and an ability to synthesize classroom theoretical knowledge with real practice situations. Students also discuss pertinent issues and concerns and share new insights. Prerequisites: SW 400, SW 401, SW 402 and SW 403. Taken concurrently with SW 404 and SW 405. (S).

Social Work Electives

SW415/SOC416. Gerontology I. 3(3, 0). A survey of the field of social gerontology with particular focus on cross-cultural values affecting the position and status of the aged; the biological, psychological, and social aspects of aging; the impact of the aging population on American society, and social problems relating to aging. Prerequisites: None. (Alternate F, S)

SW416/SOC416. Gerontology II. 3(3, 0). The principles and techniques essential in social work practice with the elderly, as well as concentration on death, dying and working with the dying individuals and their families. Prerequisites: None. (Alternate F, S)

SW417. Substance Abuse. 3(3, 0). This course is a survey course which examines, primarily from a family systems perspective and approach, the use, abuse of and addiction to substances, (alcohol and drugs) both legal and illicit. A balanced perspective on treatment, spanning disease and maladaptive behavior is presented. Prerequisites: None. (Alternate F, S)
SW418. Child Welfare. 3(3, 0). This course focuses on the history of child welfare in the United States and social changes, issues and problems facing children, youth and their families. Students will examine the role of child welfare policies, programs and practices that attempt to address these issues, including services to the child in his/her home, foster care, adoption, protective services and school social work. Prerequisites: None. (Alternate F, S)

SW 419. Disability Issues in a Multi-Cultural Society. 3(3, 0). Important issues/topics related to disabilities in a contemporary multi-cultural society will be explored. There will be discussion of historical and contemporary thinking and assumptions of people and policy. Exercises, field, classroom discussions and guest lecturers will be used to help sensitize students to living with a disability. Prerequisite: Junior or seniors standing (Alternate F, S)

SW420. Special Topics. 3(3, 0). This course offers selected students an opportunity to have intensive focus on a selected topic in social work. Students will research topics of interest and present their findings orally and in writing. Open to social work majors with a 3.00 average, or by recommendation of faculty advisor. Prerequisite: Junior or senior standing (Alternate F, S)

SW421. Health Care Issues in Social Work. 3(3, 0). This course examines gender, social class, race and ethnicity as predisposing factors of health status, health behavior and health care delivery. Students are expected to consider undeserved population groups and their health status from a perspective of social change. Prerequisite: Junior or senior status. (Alternate F, S)

SW422. Grief, Dying and Death. 3(3, 0). This course is designed to introduce students to a wide array of issues and strategies of intervention and grief counseling. Students will be prepared to work from an informed perspective that demonstrates an understanding of the special needs and communications of the dying and those who work with them. Prerequisites: None. (Alternate F, S)

SW423. International Social Welfare Policy. 3(3, 0). Students will study the structure of the international system and its influence on international institutions, agency structures, geopolitical and psychosocial dimensions and global social welfare issues and services... Prerequisites: None. (Alternate F, S)

SW424. Women’s Issues. 3(3, 0). This course examines, from a multicultural perspective, the bio psychosocial issues impacting women in our society. The course will specifically address such issues as health, poverty, employment, career choices, violence, substance abuse and how these affect women. In addition, the course will address gender specific treatment programs. Prerequisites: None. (Alternate F, S)
Class Attendance Policies

General policies relating to class attendance can be found in the University catalog. As it relates to social work courses, each faculty member will explain any additional policies. For example, the practice sequence prepares the student for the professional activity (Field Instruction and eventual employment as generalist social workers) relies heavily on class participation as a way of integrating and reinforcing learning. In these courses, attendance is mandatory. Excused absences are accepted, however, this does not absolve the student of securing missed work and meeting the course requirements.

Courses making up the professional sequence are SW305- Professional Development, SW307-Social Work Practice I, SW401- Social Work Practice II, SW 404- Social Work Practice III, SW402- Field Instruction I and SW405-Field Instruction II and the accompanying seminar classes (SW403 and SW406). There are additional attendance policies that relate to Field Instruction, as well. These are spelled out in the Field Instruction Manual.

Grading

The criteria for evaluation of student academic performance are made explicit in comprehensive course syllabi distributed to each student in each course at the beginning of each semester. Faculty members model course syllabi after a university format which includes course description, course rationale, required text, course objectives, Course competencies, Expected measurable outcomes, course outline, specific course requirements, methods of instruction, course schedule and references are included on each syllabus. The grading system is based on the extent to which students meet the course objectives as demonstrated by specific tasks, such as student papers, experiential exercises, class discussions, case analysis and examinations. The expectations in the syllabi are discussed in detail at the onset of each course. As indicated, the grading system is on the four point scale: **A=4.00, B=3.00, C=2.00 and D=1.00. All D's and F’s must be repeated.**

Computer Assisted Writing Center and the Modern Language Lab

Computer Assisted Writing Center

The Computer Assisted Writing Center, housed in the Department of English and Modern Languages, offers students the opportunity to improve their communication skills through computer assisted writing instruction. While students enrolled in English Composition 150 and 151 comprise the primary target group, the center is open to all students at the institution, regardless of their major or classification. Students and faculty may engage in composing, editing, and other activities using the computers that are available. One-to-one tutorial assistance is also provided to the extent possible.

The Computer Assisted Writing Center is located in room 373 Turner Hall, A Wing.

The Writing Center was established in 1989 as a means of assisting students in any discipline at any stage in the writing process. It employs both graduate and undergraduate tutors who have been thoroughly trained in both the writing process and effective tutoring techniques. English faculty also tutors in the center. The goal of the Writing Center is to help students become more effective communicators.

The Writing Center is generally open from 9 am—5 pm, Monday through Friday.
The Modern Language Laboratory

The Modern Language Laboratory, housed in the Department of English and Modern Languages, offers students in Spanish and French classes an opportunity to improve their learned communication skills. There is a foreign film collection located in the lab for student viewing. Tutorial assistance is provided by instructors three hours a week; days and times will posted in the Lab.

Social Work Club

The Social Work Club is a viable component in the Social Work Program. The Club serves as an advocate and forum for students to express their needs and interests. It also facilitates communication among faculty, students, and administration and enhances the visibility of the Social Work Program at the University and in the community through its various activities and community projects. The Club also supplements the educational experience gained in class through the provision of guest speakers, lectures and workshops on subjects of student interest. It further provides opportunities for social activities.

The Club meets monthly and is regulated by a constitution and a set of By Laws. The Club elects officers annually. Faculty members serve as advisors. Students are encouraged to participate in the Club. There is a nominal membership few that reflects the proposed anticipated projects. The club is registered organization with the Office of Student Affairs on campus.

Phi Alpha Honor Society

Phi Alpha Honor Society is a national honor society for students in social work. Its members have demonstrated commitment to working in the social work field. Its objective is to stimulate leadership in social work. Applicants for membership must have achieved at least a sophomore standing. A “B” average in social work courses is required (3.2 minimum grade point average). Application deadlines are announced during the spring semester.

Professional Organizations and Affiliations

As a means of fostering identification with the profession of social work, all students are encouraged to join social work professional organizations, as student members. Applications for membership are available in the Program office.

National Association of Social Workers (NASW)

The National Association of Social Workers is a professional organization whose primary purpose is to help social workers improve their professional practice. The four primary functions of NASW include: development of its members, creation and maintenance of professional standards for social work practice; professional action to advance social policies and programs that respond to the needs of vulnerable people; and provision of specific membership services, such as professional liability insurance, and political action activities.

All students in the BSW program may join NASW at a reduced rate. This entitles the student to voting rights, to receive the monthly NASW News, the bimonthly Social Work Journal and membership services. The national membership entitles you to automatic membership in the local program units in South Carolina. Only credentialed social workers may join NASW (i.e. must have the BSW or MSW or be enrolled in those programs).
National Association of Black Social Workers (NABSW)

The National Association of Black Social Workers is an organization on the national level created by black social workers and workers in related fields of social services to exchange ideas, offer services and develop programs in the interest of the black community. Over 110 chapters have been established throughout the nation. Once a year there is a national conference that focuses on fostering better ways to communicate, clarify issues and develop programs to meet the needs of African American families and communities. Individual membership in an affiliate local chapter constitutes membership in the National Association.

Members receive the Newsletter and the Black Caucus journal when these are printed. Student members are also eligible to apply for several scholarships that are awarded annually. The scholarships may be applied to BSW or MSW level of study.

Licensure/Certification

Many states have in place licensure of certification governing the identification of social work professionals who have met minimum requirements of professional practice. This determination is by results of standardized testing. Licensure is not required for all social work jobs in South Carolina and in fact, currently covers only a small specified area of practice, such as some medical and mental health services agencies. However, in South Carolina, only graduates from accredited programs in social work may call themselves “social worker”.

South Carolina has a licensure law that identifies various levels of credentialing. Students graduating from accredited BSW social work programs may sit for the licensed Baccalaureate Social Work Exam (LBSW). An applicant for licensure at the LBSW must have a degree from a social work program and pass the examination administered by the SC Board of Social Work Examiners.

Licensure is discussed in social work classes and through programs sponsored by the Program and the Social Work Club. The Social Work Program also sponsors a workshop on test-taking skills for graduating seniors.

Social Work Program Committees

The following committees are ongoing committees within the Social Work Program. Students serve on program committees. Student representatives are either elected to serve by the Social Work Club, selected by faculty or they may volunteer. The program posts committee assignments at strategic points in Turner Hall A & B Wings, Third Floor where the program is housed.

1. Curriculum Committee: This committee has the responsibility for curriculum reviews and revisions as well as monitoring program goals and objectives. This is an ongoing process and vital to our program. This committee is also charged with monitoring program efficacy through an annual survey of graduating seniors, annual surveys of agency field instructors and surveys of graduates. The committee is composed of student representatives and all faculty members.

2. Student Organizations: Faculty on this committee is responsible for advising the students in their respective clubs/organizations.
3. Recruitment Committee: This committee’s function is that of developing and implementing innovative techniques which aid in the recruitment and retention of quality social work students. This committee is composed of faculty and student representatives.

4. Library Committee: This essentially is a committee of one. The library liaison coordinates and compiles the requests for library acquisitions from the faculty.

5. Field Advisory Committee: This committee serves as a mechanism by which practitioners contribute to the development of the social work program. This committee currently has expanded responsibilities. One of the primary responsibilities is to advise the program on issues related to field instruction. A broader responsibility is to advise on issues that impact the profession based on best practices. The committee identifies ways the program can maintain current information on contemporary issues/concerns/strategies in the profession. A senior and junior student serves on this committee along with field faculty and agency practitioners.

6. Program Admission Committee: This committee comprises the faculty teaching the Introduction to Social Work course and at least one other faculty member. Its primary task is that of interviewing and screening students applying for admission to the Social Work Program. Through this process, the committee makes recommendations for admission of students who meet all entry criteria. For students who do not meet entry criteria at the time of the meeting of the admission committee, appropriate recommendations are made.

7. Field Admissions Committee: This committee is composed of the Field Coordinator and one social work faculty member. The primary task is interviewing prospective candidates for field internships. Upon completion of the application process, recommendations for students’ placements are made, and these are finalized by the field coordinator.

8. Review Committee: This committee is composed of appropriate faculty and a student representative. The purpose of this committee is to hear appeals. The committee reviews, evaluates, and makes recommendations about resolutions of the area(s) of concern.

**University Services That Support Students**

**Career Development Center**

The Center focuses on the total development of the student with the goal being to provide services that help in the transition from student to professional. Specific services offered include career counseling, Graduate and Professional School Day, Job Fairs on getting interview schedule, and special events such as motivational speakers.

**Financial Aid Office**

This office assists needy students in meeting the costs of attending South Carolina State University. The purpose of financial aid is to facilitate and assist in locating resources that supplement the financial requirements his/her family. Information and/or applications may be obtained from the Office or from the University’s Webpage.
Health Services- Brooks Health Center

The University operates a health center which provides outpatient services to students. The mission of the Center is to improve the overall health status of students which will enable them to participate as productive individuals. The program combines a number of approaches including health education, health promotion and preventive health and treatment. The Center also coordinates services for students with chronic and handicapping conditions and any other special need.

Counseling and Self Development Center

The Counseling and Self Development Center addresses the emotional/developmental needs of South Carolina State University students. Counselors provide services that enable students to define and accomplish personal goals as well cope with stressors and, at times, severe mental disorders, Students are encouraged to:

1. Engage in self-appraisal;
2. Generate alternate modes of responding to events;
3. Choose a feasible course of action;
4. Accept responsibility for their choice.

Group Counseling

New Beginnings

The “New Beginnings” group was designed to provide support for first year SC State students as they matriculate and adjust to college life. Those who accept the challenge to embark upon this journey engage in regularly scheduled sessions to discuss issues such as time management, self-esteem, academic milestones, relationship concerns, and various other dilemmas which they mutually face during the course of their first year as SC State bulldogs. In the fall session, students engage in guided discussions as they get to know one another over the course of six to ten weeks. As trust is established, they share their hearts and hurts to form a union that helps to ease their educational process at SC State and model success for those to whom they will pass the torch the following year.

During the spring session, the group begins to transfer those skills and relationships to help others through planned activities, community service, and campus program involvement. At the close of each academic year, a graduation ceremony is held at the Counseling & Self-Development Center to celebrate young ladies who complete the program to wish them all the best as they continue on their journey at SC State! Students who are interested in the “New Beginnings” group may contact Dr. Cherilyn Taylor, Director of Counseling & Self-Development, at 536-7245 to schedule an initial appointment.

Anger Management Group

The Anger Management Group provides psycho-educational programming for students who have expressed interpersonal relationship conflicts due to difficulty handling anger or emotional expression. Candidates qualifying for this group experience typically consist primarily of individuals who received judicial referrals from Student Affairs, but are also often self-referred. The group meets weekly for 6-10 sessions until mandated referrals or designated sessions are completed.
The group provides a safe environment for students to process, work through, and attempt to resolve their anger management issues among peers who have similar concerns. The aim is to help students to identify their problematic thinking and/or behaviors regarding expression of these valid emotions and to begin making healthier decisions in the practices they employ within their relationships and in general. The group also fosters responsibility through group exercises, discussion and homework assignments. Students who are interested in the Anger Management group may contact the Counseling & Self-Development Center at 536-7245 to schedule an initial appointment.

Substance Education Group

Education groups are designed to educate students about substance abuse, and related behaviors and consequences. This type of group presents structured group-specific content, often using videotapes, DVD’s and lectures. The major purpose of educational groups is expansion of awareness about the behavioral, medical and psychological consequences of substance abuse. These groups are provided to help students incorporate information that will help them establish and maintain abstinence and guide them to more productive choices in their lives.

Services

The Counseling & Self-Development Center at South Carolina State University has been in existence and maintained accreditation with the International Association of Counseling Services (IACS) for over 10 years. The aim of the center is to address the developmental and mental health needs of South Carolina State University students. Staff counselors provide services that enable students to define and accomplish personal goals and to adjust to college life, major life events, and other concerns as they arise during students’ matriculation. Services are provided through the following mechanisms:

Individual Counseling

Individual counseling is the primary service offered to students. Concerns that are frequently addressed include: personal goal attainment, interpersonal relationship building, social adjustment, and time management. Psychiatric and referral services are available for students with acute or chronic concerns.

Group Counseling

Groups are designed to provide opportunities for students to develop their decision-making, assertiveness, communication, and interpersonal skills processes. Specific concerns

Psychiatric Services

The Center has retained, on a part-time basis, a psychiatrist who provides psychiatric services for students. The psychiatrist works primarily with persons who present with more severe forms of psychopathology and may require medication management.

Referrals

When students present with problems that are beyond the scope of what the Center is able to provide, students are referred to other agencies or facilities which offer a greater scope of resources to meet their mental health needs.
Counseling Outreach
Counseling Outreach Services provide psycho-educational information and training to students, faculty, and staff of the university. Programs are made available to address topics of interest and concern within the residence halls, in classroom settings, and to student organizations.

Consultation, Education, and Training
The Counseling and Self-Development Center serves as a consultant to the university community and other local agencies/institutions. A major focus of this service is the provision of interventions designed to improve the quality of campus life. The staff provides workshops/training sessions to meet specific needs of campus departments, classes and student groups. Several training modules have been developed to assist in meeting our campus community needs. Topics include: values clarification, self-esteem, communication skills, conflict resolution, suicide prevention, and managing critical incidents in the residence halls.

Student Success and Retention Program

Overview
The Student Success and Retention Program (SSRP) is a university-wide initiative designed to curb student attrition while increasing the percentage of students who graduate from the University. The focus is on charting a course of success for students from "orientation to graduation." This is realized through the implementation of a comprehensive network of retention and other support services. The network of services is compartmentalized through six (6) program components: 1) New Student Orientation, 2) University 101, 3) Academic Support Services, 4) Quality Assurance, 5) Student Support Services, and 6) The Black Males Project.

Goal
The overall goal is to chart a course of success for each student from "orientation to graduation." The program is undergirded by the philosophy that all students can succeed, especially with the appropriate academic and social support.

Objectives
To increase the percentage of students who are retained from freshman year to sophomore year.
To improve the overall retention rate of students (over a four year period).
To increase the percentage of students who persist through graduation.
To improve customer service to students and other constituents.
To analyze retention trends and make recommendations for institutional response and change.

For more information on the Student Success and Retention Program, contact

Student Support Services
Student Support Services provide comprehensive services that are designed to increase student academic performance in a caring and nurturing environment and graduate eligible students who are capable of participating actively in a global society.
Eligible student participants are generally freshman and sophomore students who meet federal economic guidelines, first generation college students (neither parent has a college degree), and meet federal guidelines for physical and learning disabled individuals.

**Student Support Services Program Services**
Student Support Services offers a variety of services tailored to meet student individual needs.

**Counseling**
- Academic Advising
- Personal and Career Counseling

**Tutorial Services/Computer Lab**
- Free "one-one" and group tutorial services in English, Mathematics, and the Sciences
- In-house Computer Lab

**Development Workshops**
- Various workshops that address goal-setting, time management, test-taking, financial literacy, and other personal management skills

**Financial Aid Assistance**
- Assist and provides information in applying for federal financial-aid and scholarships

**Cultural Experiences**
- Travel to and exposure of the fine arts, cultures, and other academic presentations. assist your academic and career endeavors.

**Academic Resources**

**Academic Success Steps**
- **TEN STEPS TO ACADEMIC SUCCESS**
  1. Set individual academic and personal goals.
  2. Choose courses carefully, especially during your first year.
  3. Know and use resources.
  4. Meet and get to know faculty.
  5. Learn actively.
  6. Manage your time well.
  7. Know and actively use reading skills.
  8. Develop strong listening and note-taking skills.
  9. Develop and improve your writing and speaking skills.
10. Get involved in co-curricular activities; learn skills and gain experience.

Want to know more?

• Test Tips

• Start early. Preparation for finals begins even BEFORE the actual week of final exams. You cannot cram an entire quarter or semester’s worth of information into one or two nights of studying.

• Predict exam questions using as possible questions the textbook headings, class notes, and previous quizzes and exams.

• Review the main points, especially those you find most difficult to recall. As a rule of thumb, go through the main headings of the text or your notes and see if you can remember the content.

• For the week before and during exams, life should be as normal as possible and normal habits of sleeping, eating, exercising, etc. should be maintained. You need at least four hours of sleep a night to function. College finals are designed to make you think. If you are sleep deprived, you won’t be able to comprehend (or answer) the challenging questions you will face.

• Arrive early and choose a seat where latecomers will not disturb you. Stop cramming five minutes before the test. Use this time before the test to relax, catch your breath, and take a minute to get focused. By cramming until the last 30 seconds before you sit down to take the exam, you will more than likely just confuse yourself or walk into a wall trying to read and get to your desk.

• Look over the entire exam to see how long it is, which parts count more in scoring, or which parts may be easier to answer or require more time.

• Answer the easy questions first! Attack only one question at a time without worrying about the ones to come.

• Remain calm after the exam. Even if you think you did horribly, worrying about it afterwards will not change a thing; it may however, affect how you do on you other finals. Keep your head up and move on to the next exam.

• Study your favorite subject last and the one you dread first
Career Services

Professional Development and Training

The Office of Professional Development and Training (OPDT) are pleased to offer intensive training institutes for the professional and personal development of University faculty staff and students. Additionally, the Office seeks to address through its programs the University’s immediate and long term needs for specific skills and knowledge within the workforce. The staff is also available to assist departments, employees and students with their individual professional development needs.

Anti-Discrimination & Anti-Harassment-

The University does not condone sexual harassment. If students have any concerns they are to contact their faculty advisor. The University has a protocol. The social work program educates students on sexual harassment and ways to resolve it. Copies of the University’s policy appear in this Handbook and the Field Instruction Manual and a summary handout is provided to seniors during orientation to field placement. You may contact Professional Development and Training for more information (Staley Hall 1st Floor).

Reasonable Accommodations

Students who have a diagnosed (documented) disability (physical, learning, or psychological which make it difficult for them to carry out the course work as outlined, or who require accommodations such as note takers, readers, or extended time on exams and /or assignments, are asked to advise the instructor during the first two weeks of the course so we may review possible arrangements for reasonable accommodations to assist in the learning process (as per the University’s Office of Disability Services). A copy of the status of the student is included in the student’s official file in the social work program office.
NASW Code of Ethics
Summary of Major Principles

I. Social Workers’ ethical responsibilities to clients
   A. **Primacy of client’s interest** - The social worker’s primary responsibility is to clients.
   B. **Rights and Prerogatives of Clients** - The social worker should make every effort to foster maximum self-determination on the part of clients.
   C. **Confidentiality** - The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
   D. **Fees** - When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client’s ability to pay.

II. Social Workers’ Ethical Responsibilities to Colleagues
   A. **Respect, Fairness, and Courtesy** - The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
   B. **Dealing with Colleagues’ Clients** - The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

III. Social Workers’ Ethical Responsibilities in Practice Settings
   A. **Commitments to Employing Organizations** - The social worker should adhere to commitments made to employing organizations.

IV. Social Workers’ Ethical Responsibilities as Professionals
   A. **Propriety** - The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.
   B. **Competence and Professional Development** - the social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
   C. **Service** - The social worker should regard as primary the service obligations of the social work profession.
   D. **Integrity** - The social worker should act in accordance with the highest standards of professional integrity and impartiality.
   E. **Scholarship and Research** - The social worker engages in study and research should be guided by the convictions of scholarly inquiry.

V. Social Workers’ Ethical Responsibilities to the Social Work Profession
   A. **Maintaining the Integrity of the Profession** - The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
   B. **Community Service** - The social worker should assist the profession in making social services available to the general public.
   C. **Development of Knowledge** - The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.
VI. Social Workers’ Ethical Responsibilities to the Broader Society

A. Promoting the General Welfare - The social worker should promote the general welfare of society.
NABSW Code of Ethics

In American today, no Black person except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications or events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitment to its self-determination and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers, we commit ourselves, collectively to the interests of our Black brethren and as individuals subscribe to the following statements:

1. I regard as my primary obligation the welfare of the Black individual, Black family and Black community and will engage in actions for improving social conditions.
2. I give preference to this mission over my personal interest.
3. I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
4. I hold myself responsible for the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
5. I accept the responsibility to protect the Black community against unethical and hypocritical practice by individuals or organizations engaged in social welfare activities.
6. I stand ready to supplement my paid professional advocacy with voluntary service in the Black public interest.
ARTICLE I:
The name of this organization shall be Social Work Club.

ARTICLE II:
The purpose of this organization is to promote knowledge in Social Work and Social Welfare. To be committed to the fair and equal treatment of individuals and groups. To welcome all new members with open arms and support.

ARTICLE III:
Membership.

SECTION 1.  Eligibility Requirement:
Any person majoring in Social Work or Criminal Justice may become a member of this club.

SECTION 2.  Qualification:
Qualifications for this organization shall consist of undergraduates and members of the faculty. The initiation/annual fee is $10.00; payable not later than the end of September of every year.

ARTICLE IV:  Officers:

SECTION 1. The officers shall be the President, Vice-President, Secretary, Treasurer and Public Affairs/Reporter. The officers shall be elected by club members.

SECTION 2.  Term of Office: Officers/Chairpersons/Committees Members shall be elected to hold office two full terms (1 school year). An officer may not succeed himself/herself for that same or another officer position in the club. However, an officer may seek a chairperson or committee member position upon completion of his or her previous position. Chairperson/Committee member position on a DIFFERENT committee within the club. A chairperson or committee member will not succeed himself/herself for that same position they previous held in the club.

SECTION 3.  Quorum: A quorum shall consist of paid members present. However, when a meeting lacks a quorum, then the next meeting of the organization shall be valid even if it does not have a quorum.

ARTICLE V:  Meetings

SECTION 1.  The regular meeting shall be held on the SECOND TUESDAY of each new month at 6:00 p.m. In the event of a lack of officers or members, the regular meeting will be postponed until the THIRD TUESDAY of the month. Same time as listed above.

SECTION 2.  The annual meeting shall be held at the same time of the regular meeting for the month of September. The newly elected officers will start their term of office at the September meeting.

SECTION 3.  Special meetings may be called by the President or Vice-President at the request of any member for the transaction of only such business as is stated in the call for the meeting.
SECTION 4. In the case of an emergency, action may be taken by the Executive Board by telephone concurrence or by a majority or 2/3 of the members present to solve an issue. Such action shall be noted in a special memo placed in the minute book and signed by the person obtaining such concurrence and shall be reported in the minutes of the next meeting.

SECTION 5. Conducting A Meeting
An Agenda is a plan or program for a meeting. The agenda will be distributed by the President of the Club prior to the meeting (In most cases five days prior to the schedule club meetings). The Secretary of the Club will pass out copies of the agenda to guests and visitors at the door. Furthermore, the President will have members submit agenda items well in advance of the schedule meeting. The Secretary will prepare agenda items on a computer flash drive to allow for last minute changes of the agenda.

SECTION 6. A sample agenda for the monthly Social Work Club is provided below:

EXAMPLE:

SOCIAL WORK CLUB
SOUTH CAROLINA STATE UNIVERSITY
SEPTEMBER 17, 2011

I. President – Call club to Order.

II. The Secretary will read the last meeting minutes. The President will accept motions for approval or disapproval of the minutes.

III. Reports.
   A. Treasurer’s Report
   B. Officer’s Report
   C. Executive’s Committee Report.
      (1). Finance and Budget Committee – Chairperson
      (2). Fund Raising Committee – Chairperson
      (3). Entertainment Committee – Chairperson
      (4). Public Affairs Committee – Chairperson
   D. Special Committee Reports.
      (1). By-Laws Committee – Chairperson
      (2). President opens floor for motions to approve or disapprove changes to “By Laws”.

IV. Unfinished Business.
   A. Appointment of committees:
      Finance and Budget Committee
      Fund Raising Committee
      Entertainment Committee
      Public Affairs Committee
      Updating procedures and rules for electing personnel to attend NASW Conference.
V. New Business:
A. Establish club meeting Date and Time.
B. Recruitment of new club members.

VI. Adjournment: The President accepts motions to adjourn the meeting.

ARTICLE VI. The Executive Board.

SECTION 1. The officers of the organization shall make up the executive board.

SECTION 2. The executive board is the legal entity charged with the management and responsibility for the organization. The board shall establish the objectives of the committees in writing and determine the policy for the development of such objectives.

ARTICLE VII. Committees.

SECTION 1. The following committees will be established annually:

Finance and Budget Committee -----Chief Officer of the committee shall be the club treasurer.

SECTION 2. 
A. The Treasurer will handle the club’s financial matter. The Treasurer will keep track of all dues and fund raising funds. The Treasurer will pay bills, mail checks, and tallies receipts.

B. The Finance and Budget Committee will: Submit a monthly financial report to the Executive Board in writing. Keep a written file copy of all financial reports. Submit an Annual report that summarizes the financial transactions for the year to the Executive Board. Discuss financial preplanning responsibilities among committee members. Establish written documentation outlining the method for tracking all incoming and outgoing funds to include invoices and payments (In addition, prepare a written Event/Speaker’s Contract that will be utilized by the Entertainment committee for payment of events).

SECTION 3. Fund raising Committee responsibilities are:

A. Establish written procedures for conducting fund raising activities. Submit procedures to the Executive Board for approval. Keep a file copy of all written procedures the committee submits to the Executive Board. In addition, keep a file copy of all suggesting the committee receives from the club members/staff. Submit a listing of all fund raising activities to the Executive Board for the school year, prior to the club’s monthly October meeting. Discuss preplanning responsibilities for conducting fund raising events with committee members.

B. The chairperson of the committee will conduct at least one monthly meeting prior to the club’s meeting to discuss administrative matters and upcoming events. Minutes of the meeting will be in writing and forwarded to the Executive Board. The committee will abide by the Club’s By Laws, and report only to the Executive Board.
SECTION 4. Entertainment Committee responsibilities are:

A. Establish written procedures for conducting entertainment events. Submit these procedures to the Executive Board for approval. Keep a file copy of all written procedures the committee submits to the Executive Board. Arrange entertainment sites and generate paperwork, four weeks prior to any schedule event.

B. Establish a speaker’s checklist and a speaker’s packet as indicated:

**SPEAKER’S CHECKLIST:**

- What are the speaker’s qualifications for this speech?
- What is the speaker’s reputation for being well prepared and professional?
- Who recommended the speaker?
- Is the speaker acceptable to the majority of the club’s members?
- How will this speaker enhance the program?
- What is the speaker fee?
- Contracts for speaker’s or event (See chairperson of finance committee to obtain a copy of the contractual agreement….NOTE: Contract will only be used if a fee is required to pay for an event or a guest speaker).
- Biographical data for introduction and program notes.

**SPEAKER’S PACKET:**

- Title and purpose of the meeting or event.
- Meeting/Event date, time, and location of the meeting/event, to include a clear direction map.
- Description of the audience size and composition.
- Fee Contract (NOTE: Before placing a contract in speaker’s packet, the chairperson of the committee will ensure that the speaker requires a payment for his or her appearance to a club event).
- Telephone or fax contact numbers in case the speaker’s have an unforeseen emergency or cancellation.

C. The Chairperson of the Entertainment Committee will request a written copy of the club’s reimbursement procedures for the Chairperson of the Finance & Budget Committee as soon as possible. The chairperson of the committee will also send a Formal letter of Invitation to all potential speakers, along with the title and the purpose of the meeting or event. This letter should provide as much information as possible on the background of the Social Work Club, a copy of the Social Work Department’s standard brochure. Make sure the letter clearly describes what the meeting/event is about and what role the speaker is expected to play. In addition, a Confirmation letter will be forwarded after the speaker accepts the position, reconfirming all the important details such as: Date of Event; Topic of Discussion and additional information/duties of the speaker. Enclose with the letter a copy of the Contract (if a fee is required), and any other forms the speaker must complete (Bio sheet). As a courtesy, enclose a stamped, self-addressed envelope.
If the speaker declines the offer, keep a copy of the refusal letter on hand to help prevent any misunderstandings later on. Forwarded Welcome letter with speaker’s packet about four weeks prior to the event. The committee will send each guest speaker a Thank-You Acknowledgement after the meeting/event. The letter will compliment speakers on their contributions, and thank them for helping to make the meeting/event a success.

D. The Chairperson of the committee will conduct at least one monthly meeting prior to the club meeting to discuss administrative matters and upcoming events. Minutes of the meeting will be in writing and forwarded to the Executive Board. The committee will abide by the club’s By Laws, and report only to the Executive Board.

SECTION 5. Public Affairs Committee-----Chief Officer of the committee shall be the club reporter.

A. Procedures: The committee will establish written procedures outlining publicity methods that will be used for meeting/events. The committee will submit these procedures to the Executive Board for approval. The committee will conduct a monthly meeting prior to the Social Work Club’s monthly meeting. The committee will focus on anticipated budget, past publicity methods and preplanning strategies. Listed below are some factors the committee should consider when planning for events/meetings:

- What are our printing needs?
- Do we need mailing lists? If so how do we get access to this material?
- How much will mailing cost?
- What electronic means can we use for publicity? E-mail? Faxing?

B. What type of equipment will be needed at meetings or events?

Such as:

Audiovisual Aids:

(1). Boards
Chalkboards, Easels, or Pad Markers.

(2). Projectors
PowerPoint Presentation

(3). Sound Systems:
Microphones, Tape Recorders, and Music

(4). Cameras, Video Recorder

(5). Lighting/Electrical Needs:
Spotlights, Special Lights.

C. The chairperson of the committee will conduct at least one monthly meeting prior to the Social Work Club’s meeting to discuss administrative matters and upcoming events. Minutes of the meeting will be in writing and forwarded to the Executive Board. The committee will abide by the Club’s By-Laws, and report only to the Executive Board.
SECTION 6. These committees will consist of a chief officer or chairperson and club members (1-chief officer and 3 club members), elected at the regular club meeting held in October. The newly elected committee members will start their term of office at the October meeting.

SECTION 7. The President is ex-officio member of all committees.

SECTION 8. All committees are to make reports to the executive board and act only on the board’s recommendations.

ARTICLE VIII: Parliamentary Authority. The rules contained in the current edition of 21st century Robert’s Rules of Order shall govern this organization in all instances when they are applicable and not inconsistent with these by laws and any other special rules the organization shall adopt. These by laws may be amended by a majority or 2/3 of the members present at any regular or called meeting.
RECOMMEND THE FOLLOWING CHANGES TO
THE SOCIAL WORK CLUB’S BY-LAWS

Section 10: ADDED:
RECRUITING COMMITTEE: THIS IS A STANDING COMMITTEE THAT WILL REMAIN IN
EXISTENCE PERMANEELY. MEMBERS WILL SERVE EXTENDED TERMS ON A
STAGGED BASIS. IN MOST CASES, THESE TERMS WILL BE THE SAME AS THOSE
SERVED BY OFFICERS IN THE CLUB. THE CHAIRPERSON OF THE COMMITTEE WILL
BE APPOINTED WHEN NEW OFFICERS ARE ELECTED.

A. The committee will serve as the recruiting BASE to bring new members into the club.

B. The committee will be actively involved in all club events. The chairperson will
Co-sponsor, the annual Orientation Program for new students.

C. Committee members will constantly explore strategies for recruiting new members.
Encourage new members to become actively involved on projects by joining a committee.

D. Committee members accept membership dues/fees. However, all monies will be given the
Chairperson. The Chairperson will ensure that names and monies are given to the
Chairperson of the Budget and Finance Committee (club treasurer). The Chairperson of the
Budget and Finance Committee will ensure that receipts are given to the Chairperson of the
Recruiting Committee for immediate distribution to payee.

E. There will be at least a combination of the Advisor and/or the Program Coordinator
signatures to expend any and all funds.
Marie H. Artis, Assistant Professor, Interim Program Coordinator
B.S., South Carolina State University; M.S.W., University of Maryland; Post Mater’s Certificate, Human Services; Howard University

Christine R. Boone, Professor
B.A., North Carolina College; M.S.W., Rutgers University; D.S.W., Howard University

Julian Green, Instructor
BSW, South Carolina State University; M.S.W
Interests: Social Work Practice, Diversity Issues

Juanita Mansell, Assistant Professor
B.A. Saint Joseph College; M.S.W., University of South Carolina

Eva Mary Luchie-Njoku, Assistant Professor
B.S., Fisk University; M.S.W., Ed.D. University of South Carolina
Interests: Children and Families, Substance Abuse, Women’s Issues, Social Group Work

Jamie Rogers, Adjunct Instructor
BSW, South Carolina State University; M.S.W., University of South Carolina
Interests: Child Welfare, Social Work Practice, Substance Abuse
Appendix - A

Specific Issues: Sexual Harassment; The Americans with Disabilities Act; and Safety

A. Sexual Harassment

The Social Work Program nor the University tolerates sexual harassment. The University has a policy that is used as a basis for providing information to students before they enter the field. The presentation is conducted by the Professional Development and Training (OPDT) Coordinator who reviews the sexual harassment policy with the students. The presentation includes a series of scenarios which depicts the agency personnel, clients, and student roles as interns. Additionally, the students are advised to notify their field liaison of any questions, concerns. The students have been assured of assistance and guidance in this area. A copy of the University’s policy is on file in the Social Work Office. The policy is also in the University Student Handbook given to all students when they enter the University.

In addition, field instructors are requested to submit their agency’s sexual harassment policy to the students during the students’ orientation to the agency setting. They are asked to have a copy available in their orientation packet and to discuss it with the students.

B. The Americans with Disabilities Act

The University and the Program admits all qualified students regardless of any handicapping condition. There is a University designee to provide assistance to the students, if needed. The Social Work Program makes every effort to accommodate any student needing assistance. A statement regarding providing “reasonable accommodations” is included in each course syllabus and students are referred as deemed appropriate by faculty.

C. Safety


Safety issues are also discussed with agency field instructors and students are advised to take their handbooks to the agency for additional discussion with field instructors.

It must be noted that while efforts are made to help students be safe, social work is a profession that offers services to people with diverse concerns. Therefore, sometimes a person’s behavior may be such that we cannot guarantee total safety of students or faculty. The protocol proposed for students in field instruction is included in the Field Manual.
Appendix - B

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

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1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, 1 human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; 3
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersection of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.
Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research 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.

Educational Policy 2.1.10(a)—Engagement
Social workers

• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers

• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers

• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.
Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.
Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum. The program
B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined
B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
B2.0.3 Provides an operational definition for each of its competencies used in its curriculum
design and its assessment [EP 2.1 through 2.1.10(d)].


B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop
a coherent and integrated curriculum for both classroom and field (EP 2.0).
B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements
the operational definition of each of its competencies.
**Accreditation Standard M2.0—Curriculum**
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).
M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).
M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.
M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].
M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard 2.1—Field Education**
The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.
Appendix - C
Social Work Program
SOUTH CAROLINA STATE UNIVERSITY

APPLICATION FOR FIELD INSTRUCTION (BSW)
(To be typed or written legibly in black ink)

1. Name: ________________________________ Student ID#: ____________________

2. Local Address: __________________________________________________________
   City: __________________________ State: ____________ Zip Code: ____________

3. Permanent Telephone #: __________________________ Cell #: __________________

4. Permanent Address: ______________________________________________________
   City: __________________________ State: ____________ Zip Code: ____________

5. Email Address: __________________________________________________________


10. Cumulative GPA: ______________ 11. Advisor’s Name: _______________________

12. Total number of semester hours completed to date: _________________________

13. Expected Date of Graduation: _____________________________________________

14. Are you a transfer student? _______ Yes _______ No

15. Will you be employed next year? _______ Yes _______ No

16. Are you receiving Federal Work/Study? _______ Yes _______ No

17. Have you ever been convicted of a felony? _______ Yes _______ No

18. Do you have limitations (physical or emotional) of which we should be aware in planning
   your field placement? _______ Yes _______ No

19. Do you have a valid SC driver’s license? _______ Yes _______ No

20. Will transportation be problem for you next year? _______ Yes _______ No

   If yes, please explain _______________________________________________________________________

   ________________________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

22. Indicate any social service agency experience you have had both paid and volunteer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

23. Describe any other employment you have had during the past four years. Include dates and brief job descriptions.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Part II PERSONAL/PROFESSIONAL NARRATIVE

In 1-2 pages prepare a statement including the following: the narrative should be typed, double-space in accordance with APA style including cover sheet and reference page.

These are some practicum situations which, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, might place the student at either physical or emotional risk.
A. Explain if there are issues which may impact your choice of possible practicum sites; i.e., substance abuse, no car or suspended driver’s license, caretaking responsibilities for a family member, etc. Such issues need to be presented to the Directors of Field Instruction in advance to assist with planning for your field placement. (It is the student’s responsibility to apprise the field directors of this information). Field Directors will consider the special needs and circumstances of the student and will try to make accommodations when and where necessary. However, the student, recognizing the importance of the field placement, should try and make arrangements for child care, caretaking duties for parents, etc. The field placement is a graded, professional practice experience that must meet the objections of the field instruction program objectives and the professional development needs identified for the student.

NOTE: Failure to disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues, such as those identified above, may result in denial of admission to field or termination of field placement.

B. Discuss the factors, reasons, motivations which led you to consider social work as your career.
   1. Discuss your particular interest in social work.
   2. Description of a situation in which you have asked for help.
   3. Description of a situation in which you have given help.

BEFORE TURING IN THIS APPLICATION PACKAGE BE SURE IT INCLUDES:
   1. Completed Application for Field instruction form.
   2. Personal/Professional Narrative.
   3. Copy of a valid driver’s license and proof of a car (liability) insurance coverage.
   5. Transcript.

INCOMPLETE APPLICATION PACKAGES WILL NOT BE PROCESSED!!!

Résumé
Below is a format for a résumé. Please include all the information listed below.

NAME:
PREMENANT ADDRESS & PHONE:
E-MAIL ADDRESS:

CAMPUS ADDRESS & PHONE:

EDUCATIONAL OBJECTIVE:

This is a brief statement identifying skill development areas in which you are interested.

EDUCATIONAL EXPERIENCE:

University (ies), colleges attended and degree obtained, beginning with the most recent school. Expected date of graduation. (No High School)

EMPLOYMENT/VOLUNTEER EXPERIENCE:

List factual information: when, where, for whom you worked/volunteered, and responsibilities. Begin with the most recent position. Distinguish, using subheadings, between paid and volunteer experience. Use action verbs, no supervisor’s name. Identify skill areas obtained as a result of work/volunteer responsibilities.

SPECIAL SKILLS:

Speak a foreign language; knows sign language, computer literacy. Etc.

REFERENCE:

Available upon request.