

# Bachelor of Social Work Student Handbook and Field Manual



Pennsylvania Western University at California  
College of Social Sciences and Human Services

**2022-2023**

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# **Part I: BSW Student Handbook**

## Preface

*The Bachelor of Social Work Student Handbook* is designed to provide the information you will need to complete your Bachelor of Social Work (BSW) degree at Pennsylvania Western University (Penn West). Penn West offers three program options: 1. a face-to-face program at Penn West at California, PA; 2. a face-to-face program at Penn West at Edinboro, PA; and, 3. an asynchronous online program through Penn West Global Online. This BSW handbook contains policies and procedures, which chart the course through all three BSW program options. Based on the six core social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence (see Appendix A), this information is provided to assist you in planning and assessing your progress in the major.

Some of these policies have been established by the University's curriculum approval process. Others, including the curriculum objectives and admission to BSW candidacy, were established by the social work programs. Please note that procedures specific to field education (also referred to as practicum) are in a separate BSW Field Manual. There are also policies set by Student Association Incorporated (SAI) and by the Phi Alpha Honor Society. Finally, there are policies that are associated with advising and registration, which appear on the advising and recommended schedule materials (see Appendix B).

Your social work advisor will be happy to assist you with any of these areas. However, it is your responsibility to learn and meet the requirements that are outlined in this handbook and in the University's undergraduate catalog. There is an "Agreement for Social Work Majors" which you will be asked to sign and abide by while you are a social work major at Penn West (see Appendix E).

## Undergraduate Social Work Program

The undergraduate social work program is detailed in the undergraduate catalog and in the BSW advising sheet. The program is accredited by the Council on Social Work Education (CSWE). Our undergraduate program was among the earliest of the accredited undergraduate programs in social work education. We have been accredited since 1976. This national accreditation is very important to you as a social work student. National accreditation is difficult to achieve and maintain and is a symbol of academic quality and rigor. This accreditation is also a major requirement for advanced standing status for our graduates in MSW programs in social work. Advanced standing status reduces the number of credits required for the MSW degree. In states that offer professional licenses at the baccalaureate level, graduation from a CSWE-accredited undergraduate social work program is a requirement for those applying to sit for the licensure exam. Pennsylvania passed title protection legislation in 2008. This law makes it illegal for anyone to have a job title as a social worker of any kind without having an accredited undergraduate or graduate social work degree.

## BSW Program Mission Statement

*The mission of Penn West' BSW program is to prepare committed, competent and ethical social work practitioners to work with individuals, families, groups, organizations and communities. Taking an ecological and problem-solving approach our aim is to develop generalist social work practitioners who will competently:*

- *Impact their environments;*
- *Provide adequate opportunities and resources;*
- *Develop the profession's knowledge base;*
- *And enhance the social functioning of all.*

This foundation level preparation is integrated with the University's core values, rights and responsibilities and with the core values and ethical standards of the profession and provides the foundation for graduate education. As a

publicly funded university in western Pennsylvania, we are specifically committed to improving the quality of life in our surrounding region and in the broader global society through the development of professional leadership, service, research and continuing education. We're excited to be able to expand this commitment to other areas of Pennsylvania and beyond with our new online BSW program. P

## Program Goals

The BSW program at Penn West has five goals. These goals provide direction for our curriculum and our research and service activities.

*Goal 1:* Enhance the academic excellence and experience of our students.

*Goal 2:* Operate using sound and efficient fiscal and governance practices.

*Goal 3:* Create a transformative learning and working environment that promotes diversity through a culture of civility and inclusiveness.

*Goal 4:* Serve in the areas where we live and learn through the Commonwealth, the region, the nation and the world.

*Goal 5:* Continue to enhance the quality of student life.

These goals are interrelated with the program's mission and with the broader missions of the College of Education and Human Services and Penn West, and evolve naturally from the value base of the social work profession.

## BSW Program Competencies

The Council on Social Work Education's 2015 Educational Policy and Accreditation Standards include 9 foundation-level competencies and a set of associated practice behaviors that all BSW students must demonstrate competency to enter the profession at the entry level. These competencies are consonant with our program's mission and goals as well as the University's mission of character and careers. Students will find that all of our coursework is designed to facilitate the development of these competencies and associated practice behaviors. Our outcomes assessment measures are designed to assess students' competencies in these areas:

### **Competency 1: Demonstrate Ethical and Professional Behavior**

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression,

immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

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

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

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

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

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

### **Competency 5: Engage in Policy Practice**

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

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

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value

the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

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

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

#### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

#### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

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

## **Governance**

As a program within a department of a Pennsylvania State System of Higher Education (PASSHE) university, our governance structure and many of our policies are covered by the Collective Bargaining Agreement (CBA) between the union representing faculty members, Association of Pennsylvania State College and University Faculties (APSCUF) and the PASSHE system Universities. Department faculty members elect their Department Chair following the guidelines in the CBA. Elections are normally held every three years. In the event that no chair is elected, an interim Department Chair may be appointed by the University's administration for six months.

Dr. Sheri Boyle (located at Penn West at California) is the current Department Chair. Dr. Kimberly Hardner (located at Penn West at Edinboro) serves as the BSW Program Director. Dr. Azadeh Block (located at Penn West at California) serves as the Assistant BSW Program Director.

The College of Social Sciences and Human Services regularly holds meetings in which policies and procedures for the Bachelor of Social Work program are developed, discussed and revised. Of particular importance to undergraduate social work majors are the BSW Program Committee meetings and Field Education Committee meetings. Curriculum planning and issues related to carrying out the programs within the department are addressed in these meetings. Many policies and guidelines which affect students are developed and approved in these meetings. Social work majors may send a representative to these meetings to voice student concerns and report faculty actions back to the students. To insure that student concerns are included on the meeting agenda, the representative should notify the Department Chair of his/her desire to speak at the meeting at least three days before the meeting takes place. The Department Secretary has the meeting schedule.

It is the goal of our faculty to serve you and to assist you to become professional social workers. The social work faculty, their offices and phone numbers, are listed in Appendix I.

## **Locating the College of Social Sciences and Human Services' Social Work Office**

Pennsylvania Western University at California  
Building B, Room 300  
California, PA 15419

Pennsylvania Western University at Edinboro  
235 Scotland Rd. G46  
Edinboro, PA 16444

Most department faculty offices are also located in these two buildings. The department's phone number is (724) 938-5910. To ensure that you receive information related to department activities and events, please check your campus email daily.

## **Academic and Professional Advice**

Our BSW program uses both group and individual advising methods for academic and professional advice. This

process begins when students first enroll as majors in the program. During the first week of their first semester, new students are required to attend a new student orientation, during which we discuss the profession, social work education, and the policies and procedures specific to our BSW program. New social work majors may meet with the BSW Program Director to discuss social work as a career choice and to plan their first semester of courses.

All social work majors are assigned to an academic advisor when they declare social work as their major. You can find your advisor using the Student Self-Service function on your Penn West student portal ([my.pennwest.edu](http://my.pennwest.edu)). Each advisor has an office phone number, voicemail, email and posted office hours. If you have difficulty scheduling an appointment with your advisor, contact the Department Secretary. The Department Secretary cannot offer academic advice. She can, however, get a message to your advisor, letting the advisor know that you are trying to reach him/her.

BSW students are notified that group academic advising sessions have been planned for specific days. It is mandatory to attend one of the group advising sessions and/or meet with your assigned academic advisor prior to registration in order to have your advising hold lifted and to be able to register for the upcoming semester. It is the student's responsibility to come prepared for a group or individualized advising session. Students should bring copies of their most recent completed advising sheet, transcript (unofficial transcripts can be accessed through your Student Self-Service function on the Penn West portal ([my.pennwest.edu](http://my.pennwest.edu))) and DegreeWorks. Students who are unable to attend a group advising session must schedule a meeting with their advisor. These steps will ensure that you are able to register at your assigned time.

You will typically work with the same academic advisor from the beginning to the end of your stay in the social work major. Any student who has a need to change advisors can request a change. The request should be made using the "Change of Advisor" form which can be accessed through the Penn West Registrar's website. Occasionally, it becomes necessary for the Department to assign students a new advisor due to retirement or other circumstances. If this happens, students will be informed of their new advisor.

### **Working with Your Advisor**

You are encouraged to seek out your advisor to discuss your academic program, your career goals and other areas of interest or concern. You should get to know your advisor and ensure that your advisor knows you. Your advisor is often the person in the best position to write you a letter of support when applying for a graduate program or professional positions. Advisors post office hours on their doors and also leave them with the Department Secretary. Be sure to keep your advisor updated on your progress as a student and your professional interests. Bring relevant information with you when you meet.

On the academic side, your advisor is available to work with you to ensure that you are taking coursework in the required sequence. Your advisor can also help you to develop a plan to address academic difficulties. Advisors are available to meet for advising before you schedule your classes for the next semester. Making an appointment is very important. You may call or email to make an appointment. If you drop by, you may be disappointed to find that your advisor is with another student. Faculty members have many responsibilities and are not always at their desks. If conditions prevent you from keeping the appointment or from being on-time for your appointment, be sure to inform your advisor. If an advisor is unable to keep an appointment, he/she will make every effort to contact you. Please check your campus email daily.

On the professional side, your advisor can be an important asset in your continued professional growth. All of our faculty were professional social workers before they became social work educators and many continue to be actively involved in social work practice. Many of our faculty maintain close ties to professionals in the community through their work outside the University and through professional networks. Our faculty are also part of a network of social work educators; educators frequently attend national conferences through which they meet and work with professors at universities and colleges across the country. When you are considering graduate-level education, consider speaking with your advisor about different programs and options. Because of the demands of the pre-registration and registration weeks, you are encouraged to make appointments for general academic concerns, career-related questions, and graduate-level education during less busy periods.

## Staying in Touch, Staying Informed

Always inform Academic Records and the College of Social Sciences and Human Services office of a change of local address or telephone number. A current address and telephone number is important, especially when it is necessary to contact you in an official capacity to advise you of course changes, cancellations of classes, questions affecting your academic status and important information from the Department. Personal email address changes are not recorded because the University expects that you will check your Penn West email regularly. Use of your Penn West email account is vitally important as many important announcements (including student funding opportunities) are sent through email and ONLY through email. Please check your Penn West email daily.

## Social Work Curriculum & Requirements

### Social Work Curriculum

All of the social work requirements appear on the BSW Advising Sheet (Appendix B). The eight-semester schedule of courses provides a recommended framework for completing this program of study in four years. To ensure that they are making satisfactory academic progress, students should consult with their faculty advisor, ensure that they complete prerequisites and required courses in sequence and complete a minimum of 15 credits each semester. A two-year plan is available for students entering with earned associates and/or with sufficient liberal arts credits. Copies of the BSW Advising Sheet and the General Education Menu are available in the social work offices at Penn West's California campus and can also be found on the Penn West California BSW webpage. If you need a copy of the BSW Advising Sheet, please reach out to your advisor, the BSW Program Director, or our department secretary.

### Required Social Work Major Courses

| <b>Courses</b>   | <b>Credits</b> |
|--|----------------|
| SOW 150 Introduction to Social Work  | 3              |
| SOW 201 Interviewing for the Human Services  | 3              |
| <i>Student must be admitted to candidacy before taking upper-level SOW courses (300+ level courses).</i> |                |
| <u>Practice Interventions</u>  |                |
| SOW 302 Social Work Practice with Individuals  | 3              |
| SOW 304 Social Work Practice with Families   | 3              |
| SOW 345 Social Work Practice with Groups   | 3              |
| SOW 349 Social Work Practice with Organizations and Communities  | 3              |
| <u>Human Behavior and the Social Environment</u>   |                |
| SOW 208 Diversity in a Changing World  | 3              |
| SOW 215 Human Behavior and the Social Environment I: Life Course   | 3              |
| SOW 316 Human Behavior and the Social Environment II: Groups, Organizations and Communities              | 3              |
| <u>Social Welfare Policy and Analysis</u>  |                |
| SOW 360 Social Welfare History, Policy Analysis & Service Delivery                                       | 3              |
| SOW 370 Policy Practice in Social Work   | 3              |
| <u>Research</u>  |                |
| SOW 405 Social Work Research Methods   | 3              |
| <u>Special Interest (chose 2)</u>  |                |
| SOW 306 Social Work in the Rural Environment   | 3              |
| SOW 330 Child Welfare  | 3              |
| SOW 340 Poverty and Related Social Problems  | 3              |

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| SOW 350 Social Work with the Aging   | 3  |
| SOW 364 Juvenile Delinquency   | 3  |
| SOW 410 Social Work in Mental Health   | 3  |
| SOW 495 Seminar in Special Topics  | 3  |
| <u>FIELD WORK</u>  |    |
| SOW 425 Social Work Field Education  | 12 |
| SOW 435 Social Work Field Education Seminar  | 3  |
| <i>Student must attend a pre-practicum orientation the semester prior to enrolling in Field Education.</i> |    |

## Recommended Four-Year BSW Course Sequence

|  |                      |
|--|----------------------|
| <b>Semester 1</b>  | <b>16 credits</b>    |
| ENG 101 English Composition I  | (3 cr.)              |
| UNI 100 First Year Seminar   | (1 cr.)              |
| PSY 100 or SOC 100   | (3 cr.)              |
| SOW 150 Introduction to Social Work  | (3 cr.)              |
| General Education  | (6 cr.)              |
| <b>Semester 2</b>  | <b>15 credits</b>    |
| ENG 102 English Composition II   | (3 cr.)              |
| PSY 100 or SOC 100   | (3 cr.)              |
| General Education  | (9 cr.)              |
| <b>Semester 3</b>  | <b>15 credits</b>    |
| SOW 201 Interviewing for the Human Services  | (3 cr.)              |
| SOW 208 Diversity in a Changing World  | (3 cr.)              |
| SOW 215 Human Behavior and the Social Environment I: The Life Course                             | (3 cr.)              |
| General Education  | (6 cr.)              |
| Apply for Candidacy  |                      |
| <b>Semester 4</b>  | <b>14-15 credits</b> |
| SOW 302 Social Work Practice with Individuals  | (3 cr.)              |
| SOW 316 Human Behavior and the Social Environment II: Life Groups, Organizations and Communities | (3 cr.)              |
| General Education/Electives  | (8-9 cr.)            |

|   |                      |
|---|----------------------|
| <b>Semester 5</b>   | <b>15 credits</b>    |
| SOW 304 Social Work Practice with Families or                             | (3 cr.)              |
| SOW 345 Social Work Practice with Groups                                  |                      |
| SOW 360 Social Welfare History, Policy Analysis & Social Service Delivery | (3 cr.)              |
| Social Work Special Interest  | (3 cr.)              |
| General Education/Electives   | (6 cr.)              |
| <b>Semester 6</b>   | <b>15-18 credits</b> |
| SOW 303 Human Sexuality and Society                                       | (3 cr.)              |
| SOW 304 Social Work Practice with Families or                             | (3 cr.)              |
| SOW 345 Social Work Practice with Groups                                  |                      |
| SOW 370 Policy Practice in Social Work                                    | (3 cr.)              |
| Social Work Special Interest  | (3 cr.)              |
| General Education/Electives   | (3 cr.)              |
| <b>Semester 7</b>   | <b>15 credits</b>    |
| SOW 405 Social Work Research Methods                                      | (3 cr.)              |
| SOW 349 Social Work Practice with Organizations and Communities           | (3 cr.)              |
| General Education/Electives   | (9 cr.)              |
| Pre-practicum Orientation   |                      |
| <b>Semester 8</b>   | <b>15 credits</b>    |
| SOW 425 Field Education   | (12 cr.)             |
| SOW 435 Field Education Seminar   | (3 cr.)              |

## Recommended Two-Year BSW Course Sequence for Transfer Students

|  |                   |
|--|-------------------|
| <b>Semester 1</b>  | <b>15 credits</b> |
| SOW 150 Introduction to Social Work  | (3 cr.)           |
| SOW 201 Interviewing for the Human Services  | (3 cr.)           |
| SOW 208 Diversity in a Changing World  | (3 cr.)           |
| SOW 215 Human Behavior and the Social Environment I: The Life Course                             | (3 cr.)           |
| Related Elective   | (3 cr.)           |
| Apply for Candidacy  |                   |
| <b>Semester 2</b>  | <b>12 credits</b> |
| SOW 302 Social Work Practice with Individuals  | (3 cr.)           |
| SOW 316 Human Behavior and the Social Environment II: Life Groups, Organizations and Communities | (3 cr.)           |
| SOW 360 Social Welfare History, Policy Analysis & Social Service Delivery                        | (3 cr.)           |
| Social Work Special Interest   | (3 cr.)           |

|   |                   |
|---|-------------------|
| <b>Semester 3</b>   | <b>15 credits</b> |
| SOW 304 Social Work Practice with Families  | (3 cr.)           |
| SOW 345 Social Work Practice with Groups  | (3 cr.)           |
| SOW 370 Policy Practice in Social Work  | (3 cr.)           |
| SOW 405 Social Work Research Methods  | (3 cr.)           |
| Social Work Special Interest  | (3 cr.)           |
| Pre-practicum Orientation   |                   |
| <b>Semester 4</b>   | <b>18 credits</b> |
| SOW 349 Social Work Practice with Organizations and Communities                                   | (3 cr.)           |
| SOW 425 Field Education   | (12 cr.)          |
| SOW 435 Field Education Seminar   | (3 cr.)           |
| <i>Spring start students take SOW 316 their first semester and SOW 215 their second semester.</i> |                   |

We require the following general education menu courses:

- ENG 101 and 102 English Composition I and II (composition and general education options categories)
- SOW 201 Interviewing for the Human Services (laboratory course category)
- PSY 100 General Psychology (required related course)
- SOC 100 Principles of Sociology (social sciences category)
- Any PHI course-ethics *preferred*, ENG lit or Foreign Language (humanities category)

- Any Statistics course-MAT 205 *preferred* (mathematics and quantitative literacy category)
- Any Ethics and Multicultural Awareness course
- Any HIS course-U.S. History *preferred* (general education options)
- Any POS course-American Government *preferred* (general education options)
- SOW 370 Policy Practice in Social Work and SOW 405 Social Work Research Methods (writing intensive course category)
- SOW 435 Field Education Seminar (special experience course category)

We recommend the following general education menu courses:

- SOW 303 Human Sexuality and Society (health and wellness category)
- Anatomy/Physiology (natural science category)

## **Tevera**

***Students are required to make a one-time purchase of Tevera.*** This software is used to evaluate student performance on the 9 CSWE competencies in all practice, policy and research and field education courses, and thus is critically important for program accreditation. All students will need to purchase Tevera. Students who do not purchase the software may receive either no grade or a grade of zero for course work until the assignment is listed in Tevera.

## **Life/Work Experience Credit**

No credit for life or work experience can be given for any social work course, including the field education. There are no exceptions to this policy. This is a requirement that is mandated by CSWE, our accrediting body.

While we do not offer credit for life or work experience, we recognize that in some cases, being required to take a course may involve repetition of prior learning and result in redundancy of effort. In situations in which students believe that they have already mastered the content being provided in a course, the University and the BSW program have a policy that allows students to challenge a course **after** enrolling in the course. As noted in the undergraduate catalog, students may earn credit for a course by passing an examination rather than taking the course. To use this policy students obtain the permission of the department offering the course as well as the dean of that college. Students are required to register for the course and to pay associated tuition and fees for the course. Once a student has registered to challenge a course the course challenge cannot be converted back into a regular course. Students are able to register for course challenges during the first six weeks of a 15-session course, during the first four weeks of a 10-week session and within the first two weeks of a 5-week session (see undergraduate catalog and Department Chair for details).

## **Registration for Courses**

It is mandatory for you as a social work major to attend a group advising session or meet with your advisor prior to registration for the next semester in order to have your advising hold lifted and to be able to register. It is your responsibility to come prepared for advising. Please bring copies of your most recent completed advising sheet, transcript and DegreeWorks print out. If you do not attend a group advising session, you will need to schedule a meeting with your academic advisor. These steps will ensure that you are able to register at your assigned time.

Before you come to group advising/meet with your advisor, always prepare a draft schedule of courses for the following semester. Use the recommended course sequence (pages 10 and Appendix B, second page), general education menu and the University's posted schedule in choosing your courses.

Students must register using the online Student Self-Service feature on the Penn West portal ([my.pennwest.edu](http://my.pennwest.edu)). If you need a particular social work course and it is full, you will need to obtain a permit from the BSW Program Director. *No social work faculty or staff member can place you in a course; you must register yourself online.*

If you are unable to register for a social work (SOW) course due to full capacity, please register for the Waitlist and contact the College of Social Sciences and Human Services at 724-938-5910. For assistance with non-social

work courses that are full or if you have other scheduling questions, reach out to the instructor of the course or the Department Chair of the course you are trying to register for.

Students are given the opportunity to drop and add courses during the “add/drop period” which extends through the first week of classes. After this time, there are financial penalties and financial aid may be affected. Please refer to PASSHE’s and Cal U’s policies and procedures for details on penalties and the implications for financial aid.

Students can track their academic progress using DegreeWorks (available through the VIP portal). Please keep a record of the courses you have successfully completed on your own copy of your BSW Advising Sheet (Appendix B).

### **Credit Load**

In order for you to complete 120 credits in four academic years, or eight semesters, it is necessary to complete an average of 15 credits per semester. If you fall below this credit load for any given semester you will probably have to make up those hours during a summer session or by extending your stay at Penn West. You must take 12 credit hours per semester to be considered a full-time student. If you drop courses and fall below 12 credit hours you may lose your financial aid unless it is based on your being a part-time student. A normal student load is 15-18 hours. If you desire to exceed this study load by taking 19-21 hours, you will have to fill out a “Student Credit Overload Authorization” form and have it approved by the Department Chair and the Dean. A strong academic record is the basis for approval.

## Admission to Candidacy for the Social Work Degree

Being listed as a social work major requires that the student initially declare a major in social work or complete a change of major form. Admission to candidacy for the degree is a formal process which involves completing a "Candidacy Application for BSW Program" form (Appendix D), completion of a Candidacy Interview, and meeting candidacy requirements.

Any student may take SOW 150 Introduction to Social Work which is a social science elective under the general education curriculum. This "Introduction" is a place where students can begin to explore not only what social work is about but whether it is appropriate for them.

Students who have a desire to explore social work further may take SOW 201 - Interviewing for the Human Services, SOW 208 Diversity in a Changing World or SOW 215 and SOW 316 Human Behavior and the Social Environment courses. Each is a beginning course in its content area. Courses required for social work candidacy include: ENG 101, ENG 102, SOW 150, SOW 201, SOW 208 and SOW 215. Social Work majors must pass these courses with a grade of a full C or better. Students must apply for social work candidacy prior to taking SOW 302 Social Work Practice with Individuals. The application should be signed and given to the Department Secretary so that she can document that it was received. It will then be reviewed and approved or disapproved by the BSW Program Director.

Each applicant will then be sent a letter which will indicate whether the decision is to "Unconditionally Accept", to "Conditionally Accept" or to "Reject" the application. Students who are accepted may continue to take the required sequence of courses. Students who have not completed ENG 101, ENG 102, SOW 150, SOW 201, SOW 208 and SOW 215 with a grade of a full C or better may be conditionally accepted and may continue as directed by the conditional acceptance letter for the time period specified. Conditional acceptances will be reviewed each semester to assess progress and, at that time, to accept, reject, or to continue the conditional acceptance with the new conditions identified. Students who do not satisfy the candidacy requirements and are rejected are not permitted to take upper level social work courses such as advanced practice (SOW 302, SOW 304, SOW 345, SOW 349) or advanced policy (SOW 360, SOW 370) courses. These students are ineligible for the social work degree but may still use completed social work courses toward meeting requirements for a different bachelor's degree.

All social work students must attain and keep an "Unconditional Candidacy" status in order to be enrolled in field education and field education seminar (SOW 425 and SOW 435). To maintain Unconditional Candidacy, a student must have a 2.0 average overall GPA and a 2.5 GPA in the major and complete all social work courses with a full C or higher. [Please note that a 2.5 in the major is required to graduate with a social work major; students may enter field with a 2.4 with the understanding that they need to have a 2.5 by the time they graduate.] Students must also receive a full C or higher in all required social work (SOW) courses. In order to graduate with a BSW, a student must earn a 2.0 overall GPA and a 2.5 GPA in all required social work courses at the time of graduation.

## **Pre-Graduation Check Out**

Early in the term following your completion of 75 credit hours, you must go to your advisor to complete a pre-graduation check out form (see Appendix G), also referred to as a pre-grad check. He/she will go over all of the requirements you have completed and list all of the requirements you still have to complete. This information is to be signed by you, your advisor and the BSW Program Director. The Field Coordinator may require this before approving your entry into a field education placement (SOW 425 and SOW 435).

## **Applying for Graduation**

Early in your final undergraduate semester you must go online to apply for graduation. The deadlines for applying for graduation are posted as electronic announcements to the campus-wide intranet/daily email announcements, as well as appear in the online academic calendar for each term. After filling out the application you will be notified of subsequent steps in the process of getting ready for graduation. Students who fail to comply with the application for graduation process might fail to graduate even though they have completed all of the academic requirements for the degree.

## **BSW Program Completion and Privileges**

Students must complete all required social work courses full with a C or better. The C must be a whole C or C+. If a C- is earned, the course must be repeated with a grade of C or better to move forward. The University allows students to repeat a previously taken course up to three (3) times and a total maximum of six (6) repeats. Earning a CSWE-accredited degree in social work from our program requires graduating with an overall GPA of at least 2.0 and a GPA in the social work major of at least 2.5.

Students graduate with a Bachelor of Social Work (BSW). Privileges associated with this degree include: (1) eligibility for membership in the National Association of Social Workers (NASW); (2) eligibility to sit for the licensure exam in PA and other states that license undergraduate social workers; (3) eligibility for advanced standing consideration in graduate-level social work programs, contingent upon GPA.

## **Dual Majors and Minors**

Students can choose to major in both social work and another major simultaneously. They are listed as having completed both majors on their university transcript. Completing two degrees or a degree and a minor typically requires remaining in school longer. Many students find this is worth the effort because it broadens their academic background. Some pursue this option because they have a particular career goal. For example, a number of our social work majors also pursue an undergraduate degree or a minor in psychology. Those pursuing this option typically know that they want to work in the mental health field or, more specifically, with children in the mental health field. The Department of Psychology offers a number of courses focused on child development and child psychology that can be of benefit to those on this career path.

## **Second Bachelor's Degree**

Students who are interested in obtaining a second bachelor's degree are required to complete a minimum of 30 hours beyond the first degree and to meet all university, college and departmental requirements for the second degree. See the undergraduate catalog for details. If you are considering social work as a second bachelor's degree talk to an advisor. You may also want to consider going directly into a MSW program.

## **Opportunities for Professional Growth & Development**

### **The National Association of Social Workers (NASW)**

Undergraduate and graduate level social work students are eligible for membership in the National Association of Social Workers (NASW). The Southwest Division of the Pennsylvania Chapter of NASW sponsors a number of activities throughout the area that are open to students. This organization provides valuable educational, recreational, networking and advocacy experiences. Membership is associated with identification with the profession and includes subscriptions to a national journal and to national, state and division newsletters. Membership in NASW offers significant opportunities for leadership at the local, state and national levels, as well as provides discounts on educational events (such as conferences).

### **Bachelor Social Work Student Association (BSWA)**

The Student Association Incorporated (SAI) includes the Bachelor of Social Work Student Association (BSWA) which is open to all students who have an interest in social work. This organization provides avenues for the dissemination of information and for the exchange of communication of various issues in the social work field. Opportunities are available for students to become actively involved in areas that are representative of the profession and that are of concern to them. The organization provides leadership opportunities. Many of the organization's prior officers have been recognized by the Department and the undergraduate program for their leadership and have received awards from the Department. The BSWA sponsors forums, fundraisers, social events, attendance at professional social work meetings, as well as service and social action projects in the region.

### **Honor Society**

Phi Alpha National Honor Society seeks to recognize and promote scholastic achievement in the social work program. Our chapter seeks to advance the profession of social work by recognizing service, leadership and academic excellence. The criteria for membership are a 3.0 GPA overall and a 3.25 GPA in the social work major after having completed at least 15 social work credits. The general practice is to induct students during their last term as juniors or during their senior year. Inductions take place during the spring term. Once inducted membership continues indefinitely.

### **BSW Licensure in Pennsylvania**

On October, 22, 2014, Governor Corbett signed Act 179 into law, which allows for social workers holding a BSW from an accredited social work program to choose to pursue a social work license. You can find more information on social work licensure visit:

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/Social-Workers-Guide.aspx>.

## Academic Policies

### Academic Integrity

Plagiarism is one form of academic dishonesty which carries severe penalties in higher education. Obvious forms of plagiarism are usually known by students such as copying another student's work or turning in someone else's work as your own. Other forms of plagiarism are less well known, such as taking ideas from classes or readings and putting them on paper without citation/references. Any idea, even paraphrased ideas which you use or borrow that are not common knowledge, must be given credit by showing the source with an appropriate citation or reference.

Critical thinking is a closely related issue when doing papers and reports. Stringing together quotations throughout a paper even with references demonstrates no thought of your own. It may simply demonstrate that you did some reading. It is important in social work to do more than just read. You must learn to think about and evaluate what you have read then demonstrate your critical thinking to the instructor (see Appendix F).

### Special Interest Course Exceptions for Change of Major Students

**Rationale:** Students in human service, social sciences and related fields at California University of Pennsylvania, who change their major to social work are sometimes unable to complete all of the social work curriculum requirements within their remaining educational or financial aid timeframe at California University of Pennsylvania. Such students may petition the BSW faculty to substitute comparable/relevant course(s) taken in their previous major for one or both of their social work special interest course(s). This policy will only apply to courses from the previous major that were offered at the 300 and 400 level.

**Procedure:** The student who is changing their major will meet with the director of the BSW program to complete a new advisement/distribution sheet for the social work major. Based upon the courses taken and the student's academic standing and status the student may request the special interest course substitution. The request will be reviewed and a decision made on the student's request by the BSW committee ("Special Interest Course Exceptions for Change of Major Students" Drafted by Dr. C. Wass 12.4.17 modified by the BSW Committee on 12.7.17).

### Credits for Courses from Other Institutions

A student who wishes to take a course at another institution to satisfy a Penn West requirement may obtain advance approval from the Office of Articulation and Transfer Evaluation. Contact 724-938-5939 or visit them in Dixon Hall Room 312 at Penn West's California campus. Social work classes from programs that are not accredited by the Council on Social Work Education (CSWE) are normally transferred in as electives. To receive transfer credit within the social work major the course needs to be completed at a college or university with a CSWE accredited BSW program.

It is your responsibility to ensure that the college where you have taken the course sends a transcript of your completed work **directly** to the Office of Articulation and Transfer Evaluation for processing and posting on your academic record. Do not send the transcript to the College of Social Sciences and Human Services.

### Approval of Transfer Credits

Credits transferred in from other institutions are evaluated in the Office of Articulation and Transfer Evaluation. The BSW Program Director evaluates social work credits for students who change to the social work major at Penn West. The BSW program's guidelines are as follows:

1. All required social work courses beyond the Introduction to Social Work level must have been taken at a CSWE accredited program.

2. Syllabi and detailed course information must be provided by the student.

Social Work courses that were not taken through an accredited social work program are transferable as electives. Social Work courses from CSWE accredited programs that are not comparable to our required courses are also transferable as electives, although every effort is made to match another accredited curriculum to ours.

We follow the state of Pennsylvania's mandated program-to-program agreement approved by the Transfer and Articulation Oversight Committee and found in Article XX-C of the Public School Code of 1949. This agreement ensures that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree at an institution participating in the Commonwealth's statewide college credit transfer system can transfer the full degree into a parallel bachelor degree program in social work at another participating college or university. The BSW Program Director has discretion regarding course transferring for the BSW degree.

The semester before you intend to transfer to Cal U's social work program, an official transcript of course work to-date should be submitted to the Office of Articulation and Transfer Evaluation. Syllabi and other materials may be needed in order to assess social work courses.

## **Incomplete Grades and Course Withdrawal**

Both incomplete grades, "I" and withdrawal grades, "W", from specific courses require the instructor's approval and sound reasons based on difficulties beyond the student's control. (The automatic withdrawal period listed in each term's class schedule is an exception that does not require approval.). Students who fall significantly behind when they take an "I" (incomplete grade) and who do not complete the work before the next term begins may not be able to continue in the next sequence of courses because they have not completed the prerequisite material.

The Penn West undergraduate catalog defines an incomplete as being an appropriate grading option where the student has not completed a portion of coursework. The student may ask the course instructor for the grade of "I". The course instructor has the final authority in this decision and can refuse the student's request. When the incomplete grade is granted it is up to the student to initiate contact with the course instructor to insure that s/he has received all of the completed coursework so that the grade can be changed before it automatically converts to a grade of Incomplete Fail, "IF" after one year.

## **Dropping Out / Time Off**

Students who have not been in attendance for three consecutive terms must apply for readmission at the dean's office of the college in which they were last enrolled. See the undergraduate catalog for instructions.

## **Probation, Dismissal, and Re-entry**

Social work is a profession that demands academic rigor as well as professional behavior. The BSW program has policies and procedures to address both academic success and professional behavior. Students can be dismissed from the program for failing to perform well academically. They may also be dismissed for unprofessional behavior (see behavioral rubric for criteria for professional behavior). Students should review the BSW policy on unprofessional behavior for details on the criteria and process.

## **Program Policy on Academic Probation, Dismissal and Re-entry**

The undergraduate catalog contains the University's standards and policies for academic probation and academic dismissal. Conditions for academic probation, dismissal and re-entry are identified in the undergraduate catalog and are specified in the notification to the student. Students who have satisfied the conditions for re-entry may apply for readmission to the University. The appeal process regarding dismissal is also identified in the undergraduate catalog.

In addition to the University's policies, the social work admission/retention policy is that any social work major whose overall GPA falls below 2.0 or receives a grade below a full C in a social work class is automatically moved to "Conditional Candidacy" status. Students who re-enter with less than a 2.0 must bring their GPA up to a 2.0 before they can be accepted into "Unconditional Candidacy" status and continue with advanced major courses. Students must have an overall GPA of 2.0 and a GPA of 2.5 in the major to graduate with a BSW degree. Students can enter field education with a 2.4 in the major with the understanding that they must have a 2.5 in the major to graduate with a BSW.

## **Program Policy on Unprofessional Behavior**

We expect BSW students to abide by the NASW Code of Ethics and to behave professionally. Faculty and Field Instructors formally refer serious concerns related to professional behavior to the BSW Program Committee for a hearing and possible termination of a student from the program. Failure to abide by the NASW Code of Ethics can lead to termination from the program. Specific types of behaviors that can lead to termination from our program are:

- Verbal communication that is unconstructive and potentially damaging (e.g., disparaging, insulting, sexually suggestive, disrespectful and /or offensive)
- Non-verbal communication that is disrespectful and/or aggressive (e.g., hitting/fighting others, sexually suggestive gesturing, and/or making faces when others are speaking sleeping in class)
- Chronic absenteeism (A pattern of disrupting classes/field with late arrival for or early departure from classes/field.)
- Disrupting classes/field through the use of technology that is not required for coursework (e.g. texting, emailing, use of cell phones, surfing the web during class, taking or posting pictures of classmates, colleagues or faculty to social media)
- Inability to establish appropriate professional relationships
- Lack of sensitivity and feeling for people
- Difficulty disciplining his/her own feeling responses
- Preoccupation with one's own needs and feelings
- Limited ability to conceptualize and to apply theories and perspectives in practice
- Inability to engage, assess, plan and implement interventions, and evaluate interventions (including self-review under supervision)
- Persistent problem in viewing client systems objectively
- Behavior in supervisory relationships that indicates limited ability to involve self in the learning process and a high degree of defensiveness; frequent need for external cues and direction of learning
- Evidence of a lack of personal or academic integrity (to include cheating and plagiarism, purchasing papers, etc.)
- Substance use or impairment at placement site that interferes with the ability to engage, assess, intervene in and/or evaluate client situations. Also includes use that interferes with the ability to interact appropriately with agency staff and/or the ability to seek, accept or adhere to guidance provided by field supervisors and field faculty.

## **Professional Behavior Expectations**

Students must demonstrate that they possess the potential to have the demeanor necessary to be a competent social worker. Toward this end, students in the social work program are expected to use the NASW Code of Ethics as a guide for their course-related behavior and to practice professional behavior skills at all times while in the academic environment. Social work faculty are charged with professional responsibility to help future social workers meet the comportment and demeanor requirements of the profession. As assessment of each student's comportment and demeanor, student participation will be scored in each course on the basis of adherence to the PENN WEST social work department professional behavior expectations listed below (See Appendix H for the course-based rubric). Linking behavioral expectations to the six core values of the social work profession, this means that students will:

1. Apply constructive communication, negotiation and problem-solving skills when discussing academic wants and needs and/or advocating for change. (NASW core values=social justice and importance of human relationship)

2. Attend class regularly with a primary focus on learning, helping to maintain a classroom atmosphere that is conducive to learning for all students. (NASW core values=competence, service and social justice)
3. Arrive in the classroom on-time, remain in the classroom until the class is dismissed (unless there are extenuating circumstances that have been discussed with the class instructor) and ensure that credit for work submitted is given to the person who originated the work. (NASW core value=integrity)
4. Demonstrate respect for classmates, guest speakers, faculty and others by listening attentively, by refraining from interruptions, disparaging verbal and non-verbal communications and side conversations, and by coming to class prepared to participate in a knowledgeable manner. (NASW core values=dignity and worth of the individual and competence)
5. Limit the use of technology in the classroom to those uses that are pre-approved by the course instructor, non-disruptive, and needed for effective learning. (NASW core values=social justice, competence and dignity and worth of the individual)
6. Recognize that the course instructor has a responsibility not only for teaching, but also for ensuring that those entering the social work profession demonstrate competence in the academic content area covered by this class and integrity in completing his or her work individually. Cheating, plagiarism, and other dishonest or disruptive behaviors will result in a significant grade penalty. It is the student's responsibility to behave and write in a way that does not create the illusion of cheating, plagiarizing and/or undermining. Cheating, plagiarism and undermining behaviors will be reported to the Department's Admissions/ BSW Program Committee. (NASW core values=competency and integrity).

## **Dismissal/Rejection by the Program**

### **Program Procedure for Academic Dismissal/Rejection**

We review GPAs each semester. Students are initially placed on probation when their GPAs fall below the desired level. Students who are on probation have no more than one calendar year to complete coursework to achieve the minimum 2.5 GPA in the major and 2.0 overall GPA. If they are not successful in raising their GPAs, they are academically dismissed from the BSW program. Students receive written notification when they are placed on probation and academically dismissed from the BSW program. They receive a letter when their GPAs are marginally adequate, indicating that we are concerned and offering an opportunity for a meeting to develop a plan for success.

Students who are academically dismissed from the BSW program and readmitted by the University must successfully complete a semester of coursework and reapply for admission to the major. Simply being readmitted by the University does not automatically mean full acceptance into candidacy for the BSW degree.

Students have the right to appeal all academic decisions. Those wishing to appeal academic dismissal follow the appeal process outlined in the undergraduate catalog. In the case of the BSW program, appeal may involve a hearing before the BSW Program Committee.

The faculty reserves the right to remove the status of "Unconditional" Candidacy for the degree from any student who does not continue to fulfill the requirements of any of the criteria. The process of receiving a "Rejected" status may involve a departmental hearing including the right of appeal and due process. The interests of both the student and the profession will be taken into account.

### **Program Procedure for Dismissal for Unprofessional Behavior**

When faculty members or Field Instructors initially observe unprofessional behavior in the classroom or at the practicum site the faculty members/Field Instructors offer corrective feedback to the student through use of the Professional Standards Form (Appendix H) and a meeting with the faculty member/field instructor. In cases in which the behavior is not corrected and becomes patterned behavior, the faculty members/ Field Instructors refer their concerns related to professional behavior to the BSW Program Committee. A hearing is scheduled. The hearing process is designed to serve as a problem-solving mechanism.

- Students are notified of the concern(s) and invited to appear before the BSW Program Committee.

- They can bring a member of the professional social work community to serve as an advocate. The department will appoint an advocate if the student does not identify one.
- The student's faculty advisor serves as a data gatherer, contacting appropriate parties for information on the issues/problems and making a written and verbal report to the BSW Program Committee and the student.
- The BSW Program Director is present for the hearing and notifies the student and the BSW Program Committee of a decision on this issue following the hearing. The decision may include: referral to university or community resources; exceptions to educational policy; recommending a change in agency setting or field instructor; requiring repetition of a course; encouraging an interruption in student training; or termination. Other courses of action may also be taken by the BSW Program Director.
- Students have the right to appeal the decision following the University's policies for appeals of academic and other decisions.
- An appeal must be made in writing and goes to the Dean of the College of Education and Human Services within 15 working days of the receipt of the written decision of the BSW Program Director.
- The Dean has 15 working days to make a decision regarding the appeal.
- If the student is dissatisfied with the decision of the Dean, the student can appeal to the Provost of the University within 15 working days of receipt of the written decision of the Dean.

## **Appeals and Grievances**

Students have the right to appeal any decision made by the faculty or to file a grievance with reasonable cause. All appeals begin with the BSW Program Committee, faculty or staff member involved, then move to the Department Chair, to the Dean of the College, and then to the Vice President for Academic Affairs/Provost, where a hearing may be held. The relevant policies for appealing are set forth in the undergraduate catalog. The social work department follows the policy of Pennsylvania Western University's administration on grad appeals as outlined in the undergraduate catalog.

The process for filing a grade appeal is as follows:

- Students should first contact the faculty member who assigned the grade.
- If the student is not satisfied the student should contact the Department Chair. The chair must be contacted in writing and the complaint must be filed within 30 working days after the beginning of the fall or spring semester following the term in which the grade in question was given.
- The Department Chair is responsible for notifying the student and faculty member of his/her findings and decision within 15 working days of his/her receipt of the appeal from the student.
- If agreement is still not reached the student may appeal to the college dean, in writing, within 15 working days of receipt of the decision by the chair. The Dean is responsible for notifying the student and faculty member of his/her findings and decision within 15 working days of receipt of the appeal from the student.
- If no agreement is reached the final level of appeal is to the Provost who similarly must be contacted in writing within 15 days of receipt of the decision from the Dean. The Provost should only be contacted if resolution cannot be reached at a lower level and only when the student is convinced that "arbitrary and/or capricious standards were applied" in rendering the grade.
- The same general procedure should be followed for appeals of other decisions. Matters related to student discipline, financial aid and the transfer of credits involve other parties. Details on contacts for decisions in these areas are provided in the undergraduate catalog.

## **Student Records**

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

letters/recommendations. Student records can be accessed online through the Student Self-Service feature on the Penn West portal ([my.pennwest.edu](http://my.pennwest.edu)). Student permission is required before academic information is released to anyone other than faculty or approved university staff.

## Resources

### Department Facilities

Please check your email frequently for meeting announcements, important deadlines and special projects. Additional bulletin boards on the campuses of California and Edinboro provide information about the College of Social Sciences and Human Services as-a-whole, the MSW program, job opportunities, field education and other important matters. Meetings may be scheduled in empty classrooms by contacting Academic Affairs. Students also have the ability to set up Zoom meetings and can request equipment to host both in-person and virtual meetings. Informal gatherings take place in a variety of locations (e.g., commuter center, performance center, library). Check with the Department Secretary if you need to know where a meeting is going to take place.

### Support Services

The University has a broad range of support services available:

**The Career and Professional Development Center** located in Natali Student Center Room 138, provides career counseling and placement services ([www.Penn West.edu/academics/careers-internships/cpdc.aspx](http://www.Penn West.edu/academics/careers-internships/cpdc.aspx)).

**The Office for Students with Disabilities (OSD)** provides assistance for all students with disabilities ([www.Penn West.edu/osd](http://www.Penn West.edu/osd)).

**Vulcan Learning Commons** (<https://www.Penn West.edu/inside/student-resources/vlc.aspx>).

- **Smartthinking Student Tutoring** offers tutorial services in general education courses; Phi Alpha Honor Society students provide tutoring in social work courses
- **Writing Center** assists in developing better organization and writing skills;
- **Math Lab** offers tutoring in mathematics and statistics courses, as well as some physics, chemistry, computer science and information systems, engineering, biology, earth science and accounting courses and the business courses, as well as the math placement test, assists in developing better organization and writing skills

**Penn West Counseling Center** provides assistance in working through personal issues including those identified in social work courses, and can help identify disabilities that are interfering with academic performance (<https://www.Penn West.edu/student-life/health-wellness.aspx>).

**The Office of Diversity, Equity and Inclusion** handles special concerns of minority students (<https://www.Penn West.edu/catalog/current/undergraduate/student-affairs/diversity-equity-inclusion.aspx>).

**The Women's Center** addresses women's issues especially of non-traditional women/students (<https://www.Penn West.edu/student-life/natali-student-center.aspx>).

**Social Equity:** Sexual harassment problems are reported to the Social Equity Officer (<https://www.Penn West.edu/inside/titleix.aspx>).

# **Part II: BSW Field Manual**

## **FIELD EDUCATION: SOCIAL WORK'S SIGNATURE PEDAGOGY**

The Council on Social Work Education has identified field education as the signature pedagogy of social work. "Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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" (Educational Policy and Accreditation Standards, 2015).

Field education is implemented through field instruction at a social service site with a field supervisor in collaboration with the Department of Social Work field office. Field instruction is designed to enable the student to have an opportunity for a supervised practice experience in the application of knowledge, values, and ethics and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely. Students apply the content of diversity, social and economic justice, populations at risk, human behavior in the social environment, social welfare policy and services, and research informed practice learned previously throughout the program's curriculum.

Through the field experience, students develop a deeper appreciation of the impact of such problems as addictions, delinquency, discrimination, inadequate housing, poverty, family disruption, trauma, abuse, physical and mental disabilities, and aging with individuals, families, and communities. Students internalize social work core values, ethics, principles, and standards, and have the opportunity to develop and master social work techniques and skills which prepare students for generalist practice through experience in observation, data collection and organization, planning intervention strategies, interviewing, reporting, and evaluating contacts in both written and oral form. Students also develop skill in planning appropriate use of time and carrying responsibilities for maintaining professionally appropriate relationships with clients, agency personnel, and personnel from other related agencies. Additionally, students develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings which they bring to social agencies. This is essential for effective professional practice and should help the student to evaluate his/her commitment to profession of social work. Finally, students are expected to use professional supervision to enhance learning.

## **STRUCTURE OF FIELD EDUCATION**

The Council on Social Work Education (CSWE) has identified nine social work competencies that are essential to generalist social work practice. The social work program at Penn West has structured its curriculum around these areas of competency, including the field learning contract and the evaluation of student performance in the field. The field learning contract should be developed with guidance from the field instructor and will outline activities in which the student will engage that demonstrate their mastery of each competency.

There are different models of structuring field education in our profession. We offer a block practicum placement in the last semester of the senior year. Students are in practicum 4-5 days a week, 450 hours over the course of a semester. By the end of the practicum experience our students know what it means to practice as a beginning level generalist social worker on a day-to-day basis. Students taking Field Practicum must be concurrently enrolled in Field Seminar, the integrative seminar through which they process their experiences in this field practicum placement. Students who attend the field seminar in person may count that time towards their field hours weekly.

To enter field practicum, you must have completed English Composition 1 and 2 with a C or higher and all your Social Work classes with a C or higher except Social Work Practice with Communities and Organizations as that can be taken concurrently with your field practicum and field seminar.

## Field Personnel Roles:

Collaboration among all participants must take place for successful completion of the practicum and related course work. The roles and responsibilities of each participant must be clearly defined and understood to accomplish the overall objectives of the educational process. A commitment to professional practice standards shall be reflected in the behaviors of students, Field Instructors, the Field Coordinator and Faculty Liaisons as efforts are being made by all to achieve these professional/educational objectives. Students, Field Instructors, Faculty Liaisons, and the Field Coordinator are expected to be aware of, understand and implement through their actions the National Association of Social Worker's Code of Ethics.

The **BSW Field Coordinator** is the overall coordinator of undergraduate field education in the department of social work. They oversee arranging field placements and serves as the initial contact person for host settings. They also monitor the pre-field experience, which takes place during the semester before you enter your field placement.

The **Faculty Liaison** is the faculty member who is listed as the instructor for Field Practicum (Internship). The faculty liaison makes a minimum of one site visits (can be done virtually) during the semester. The faculty field liaison also receives and provides feedback on weekly field logs and is responsible for the grade you receive for the practicum.

The **Field Instructor** is an employee at the host site who provides social work supervision, guidance, and professional socialization to interns. The field instructor meets with the faculty liaison during site visits (can be done virtually) and completes the midterm and final evaluations of the intern. The field instructor is the main contact for the faculty liaison and the coordinator of field education.

Some interns may also have a **Task Supervisor** at the internship site. Task supervisors are used when there is an employee other than the field instructor who has close day-to-day contact with the intern. A task supervisor may be included in site visits and/or involved in the midterm and final evaluations of the intern.

The Department of **Social Work Field Education Committee** is open to all faculty in the department. The Field Coordinator chairs this committee. Its membership includes the program director, faculty liaisons and other social work faculty. This committee reviews and recommends changes to the field education program and provides input on non-traditional field placements and student concerns.

## Responsibilities of the Field Coordinator / Social Work Program

- Assess students' learning needs, refer, and assign students to field placements.
- Monitor the progress of student learning and agency effectiveness in providing field education.
- Manage all matters of student's status in the program including extending placement when necessary.
- Decide in collaboration with the Faculty Liaison, Field Instructor, and student whether a student may need a change of placement.
- Maintain a relationship with agencies not only through individual liaison contacts but also by keeping agencies informed about policies, curriculum and general program and administrative changes.
- Organize, coordinate, and confirm the assignment of students to placements considering the specialized services of the agency, the skills and knowledge of the field education faculty and an assessment of student readiness for an interest in the social work role expectations of the placement
- Finalize practicum placement before the end of the semester prior to the start of the practicum
- Communicate with all faculty involved with students in field. Provide leadership in educational curriculum planning for the field education program in conjunction with appropriate faculty committees, including development and redevelopment of field education objectives at various program levels.
- Maintain Tevera Field Software.

- Interpret field education policies and procedures to students, agencies, and faculty.
- Develop appropriate administrative and curricular supports for the field education such as timetables, a system for maintaining learning contracts, evaluations, affiliation agreements, etc.
- May serve as a consultant in solving problems within the field education program.
- Promulgate the purposes and needs of the field education component of the program as a representative to external constituencies.
- Review proposals for non-traditional placement settings and present them to the Department of Social Work Field Education Committee for approval.
- Organize field education orientations and seminars for Field Instructors and students.
- Develop and maintain current database on students, affiliated agencies, and Field Instructors.
- Participate in teaching and service appropriate to role.
- Chair the Department of Social Work Field Education Committee.

### **Responsibilities of the Faculty Liaison**

- The faculty liaison will make a minimum of one site visit (can be done virtually) during the semester. Site visits will be documented in Tevera.
- Faculty Liaisons carry the major responsibilities for agency-program contacts regarding the design, implementation, and evaluation of the practicum experience after placement has occurred.
- Agency visits by the Faculty Liaison include a monitoring and coordinating function designed to assure that social work learning opportunities are made available.
- The Field Instructor and/or student may request an interim visit at any time when a need is identified.
- Works cooperatively with agencies and the Department of Social Work to clarify educational and administrative expectations of the student, agency and program; to maintain consultative and evaluative communication with the agency and students through agency visits each placement cycle; to facilitate and assist in the integration of classroom material and practice experience; to facilitate field experiences which reflect racial, ethnic and gender diversity; and to clarify and reinforce the educational role of the Field Instructor.
- Establish regular contact with the student's Field Instructor through telephone calls or electronic mail to obtain needed feedback on student progress and potential field education issues. A minimum of two contacts in addition to the face-to-face meeting at the practicum site are to be made each semester. If a practicum is going very well, this would typically mean one contact per month while the student is in placement.
- Provide ongoing feedback to the student on his or her practicum progress and satisfactory or unsatisfactory completion of required related coursework.
- Participate with the Field Instructor and student in the evaluation of student performance.
- Determine the final field education grade.
- Ensure that the department's field files (including any software system in use) include the agreed upon learning contract and educational plan, the student's documented field hours and the mid-term and final field evaluations of student performance.
- Provide feedback regarding the agency setting and its potential for providing instructional experiences to the Department of Social Work.
- Serve as the first point of contact in situations where problems occur in field learning.

### **Criteria for Selection of Penn West University Field Education Agencies**

- In selecting an agency or setting for field education for our students, we are guided by the program objectives of the undergraduate social work program, the standards of the Council on Social Work Education and the values and ethics of our profession.
- The agency views participation in the education of Penn West BSW students as a worthwhile activity and agrees to support the mission, goals, and objectives of the BSW program.
- The agency demonstrates competence in providing professional services and offers a climate conducive to undergraduate learning and professional development.
- The agency can offer learning experiences appropriate to undergraduate level social work field education.

- The agency is prepared to provide supervision of student assignments by a qualified staff member.
- The agency permits adequate time for the field instructor to implement the student's field practicum and provide educationally directed field instruction.
- The agency will provide the student with a formal orientation to the agency, its programs, policies, and staff.
- The agency will provide an orientation to safety policies and procedures as well as provide ongoing reinforcement of safety in the field.
- The agency has adequate facilities and resources for the student to complete assigned tasks. Ideally, the agency will provide a workspace comparable to that provided the staff.
- The agency views the student as both a learner and an active participant in the professional life of the agency.
- The agency will provide insurance coverage for students who are expected to use personal vehicles for agency purposes. (Students cannot use their personal insurance and will not be covered by the University.)
- The agency has and conforms to policies regarding non-discrimination in service delivery and employment.
- Agencies or organizations interested in working with our students must be willing to provide our students with the range of experiences needed for beginning level generalist practice. They must provide opportunities for work with individuals, families/groups, and organizations/communities.
- Agencies must sign an affiliation agreement with the University.
- The agency will have the student participate in conferences, consultations and staff meetings within the agency and the community whenever it is possible.

### **Criteria for Selection of Penn West University BSW Field Instructors**

- Student success in field education is closely related to the quality of instruction and supervision at the host site.
- The field instructor must have a BSW (and 4 years' experience) or MSW (and 2 years' experience) from a CSWE accredited program.
- The field instructor has a commitment to the values and ethics of the social work profession.
- The field instructor demonstrates competence in social work practice.
- The field instructor has an interest in supporting student education.
- The field instructor can be accessible to the student on a regular basis.
- If a field site is identified as providing an excellent social work field experience and receives the field committee's approval, but does not have a BSW or MSW onsite, the student and field coordinator may work together to find an approved field instructor within the community and/or on the faculty to serve as a Field Instructor. This ensures that the student receives the social work supervision required while in practicum. In this case, the agency must provide a task supervisor to oversee the student's daily activities and communicate with the Field Instructor and Faculty Liaison.

### **Responsibilities of Field Instructor, Task Supervisor, and Agency**

- Work with the student and Faculty Liaison to develop and implement the learning contract for instruction.
- Provide appropriate learning experiences to enable the student to develop and integrate theoretical concepts with practice skills.
- Make clear statements of the Field Instructor's expectations of the student.
- Schedule supervisory conferences of at least one hour of "protected time" per week. This is in addition to informal interaction throughout the week. Provide access to other staff as appropriate.
- Initial and continuing assessment of the student's level of knowledge, educational needs, and interest in cooperation with the Faculty Liaison.
- Contact the Faculty Liaison as soon as possible when issues of concern arise.
- Discuss with the Faculty Liaison any serious problems that may impact the student or concerns the Faculty Liaison may have regarding the student's performance.

- Complete the mid-term and final evaluation of the student's progress using the evaluation form provided online.
- Attend and participate in the field faculty orientation and training opportunities offered by the BSW program for Field Instructor
- If a Field Instructor is aware that she/he/they will be absent while the student is in the agency, the Field Instructor must designate another MSW or an appropriate staff person to be the substitute Field Instructor. This substitute must meet department criteria and the Field Coordinator and Faculty Liaison must be informed in advance.
- If the Field Placement Agency requires students to utilize their personal or agency vehicles as part of the duties being performed, the agency must indemnify and hold the University harmless, and indemnify any student required to utilize their personal vehicle as part of the field placement assignment (e.g. students who are required to transport clients). The formal affiliation agreement will reflect this agreement to indemnify, which will include the agency agreeing to this provision. If a student is utilizing the agency's vehicle, the agency assumes full financial liability, loss, or damage responsibility while the student is performing agency duties. Proof of insurance/indemnification must be submitted to the field coordinator before any such transportation takes place. The agency is also responsible for verifying students have a valid driver's license and for checking their driver history.

**Regarding responsibilities to our students the program expects the following from the Field Instructor:**

- To introduce the student to the appropriate staff person including the executive, if possible, shortly after arrival at the setting.
- To supervise the student individually for a minimum of one hour per week.
- To arrange for the student to attend staff and board meetings whenever possible.
- To find out from the student firsthand about interests, goals, and aspirations, as well as patterns, to become more aware of the student as a person.
- To provide personally or in cooperation with other key persons, an orientation to the setting in which the student learns about:
  - The purpose, function, policies, and goals of the organization.
  - The source of funds
  - The clientele served
  - The geographic area covered
  - The specific activities carried out
  - The relation to the community and other agencies
  - The expectation of him/her/they as a student, agency representative and social worker
  - What can be expected from the supervisor in the way of guidance and support
  - Personnel regulation
- To select the workload of the student so that it is in harmony with the setting and the goals of the program. "Busy" work is not appropriate for the student. The job assigned should contribute to the agency and the student's learning process.
- To assign the student a problem to handle as early as possible after placement which involves direct client contact.
- To increase the nature and complexity of the student's assignment as the student learns and grows.
- To assign tasks with clarity so the student knows the purpose of the job and appreciates the need for it being done.
- To help the student plan and organize work realistically and effectively.
- To set aside time and prepare for student supervision conferences and to teach the student how to prepare for and participate in both individual and group conferences. The Field Instructor should be available to the student the days the student is in the agency.
- To give the student an opportunity to practice various social work methods, including having educational experiences working with individuals, families and/or groups, and communities and/or organizations. Relevant assignments across levels of practice should be incorporated into the learning contract.

- To afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences and follow up of what has been learned.
- To teach the student to communicate effectively both through verbal and written experiences as well as listening and acting in carrying out the process of:
  - Collecting facts
  - Organizing facts
  - Evaluating facts
  - Acting on facts
- To evaluate student performance constructively so that she/he/they may learn and grow from each experience.
- To help the student to recognize the steps taken in performing each job.
- To help the student to integrate knowledge, theory, and social work practice.
- To reinforce basic social work concepts and values in the field experience. While these are taught in the classroom the students can begin to see why they are important and how they affect the clients and themselves when the agency supervisor helps them to recognize the concepts.
- To make material about the agency available for the student to read. If procedures are written down, to see that the student gets a copy and understands how and why they must be carried out.
- To help students become aware of agency problems including gaps in service, unmet needs, etc.
- To teach students the purpose of recording and how to record and contribute to the agency's record keeping system.
- To assemble materials for a formal evaluation conference twice during the semester (at mid-term and final) with the student. The evaluation conference meetings should be held prior to the writing of the evaluation reports. The student is required to sign the evaluations before they are sent to the Faculty Liaison.
- At any time, the student is found to be performing at a substandard level the Field Instructor is responsible for preparing an outline of steps for the student to follow in order to improve his/ her work. A copy of this should be given to the faculty liaison

**Focus of Field Instruction:**

Field instruction is an essential component of the field experience. The field instructor is expected to work with the student to help socialize them into the profession. Field instruction is designed to enable the student:

- To have an opportunity for a supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
- To deepen appreciation of the impact of such problems as addiction, delinquency, discrimination, poor housing, poverty, family disruption, physical and mental disabilities and aging upon individuals, families, and communities.
- To internalize social work ethics, principles, and concepts.
- To build upon and refine students' repertoires of techniques and skills, including observation; data collection and organization; planning intervention strategies; interviewing, reporting, and evaluating contacts in both written and oral form; planning appropriate use of their time; and carrying responsibilities for maintaining professional relationships with clients, agency personnel, and personnel from other related agencies.
- To develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings which they bring to social agencies. This is essential for effective professional practice and should help the student to evaluate his/her/their commitment to the profession of social work.

- To understand the field agency and its place in the network of social welfare services in the community, including their operation, policies, contributions to maintenance and enhancement of social functioning, and forces within the community which affect their organization and operation.
- To apply content on diversity, social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policy and services, and research learned previously in the program.

While the social work program recognizes that an important part of the learning process occurs by doing the kind of work which is representative of the agency's professional practice, the intern is understood to be fulfilling a learning role rather than a work role. Several considerations arise out of the awareness of the difference between the role of the student intern and the role of agency employee. Of major importance in these considerations are those which relate to the types of assignments selected for the student. In this regard, the following guidelines are offered:

- Assignments, both in type and number, shall be such that the student is able to give appropriate service and to learn as fully as possible from each experience. The assignments should offer an opportunity for progression in learning.
- The assignments should offer as broad a range of experience as possible within the agency, in conformity with the rate of each student's learning capacity, so that the student may gain understanding of the total agency program and its place in the social welfare service delivery system.
- While there will be variations in each field placement education, it is expected that each student should have an opportunity to develop practice skills, progressively, in at least the following areas: observation; interviewing; working on a one-to-one, family and small group basis with clients; planning intervention strategies and assuming the appropriate service roles (such as broker, advocate, care-giver, behavior changer, educator, facilitator, etc.); being involved in community coordination; completing necessary forms and paperwork; and recording appropriately. Where there is difficulty in planning such experiences within the context of current agency operations, the faculty liaison and other university contacts will be available to help work out plans, occasionally through cooperative efforts with another agency, to allow students to have these experiences.
- A crucial aspect of the student situation is the need for early involvement in direct service activity. Except for unusual circumstances, the student should have the opportunity for direct service contacts in a participatory, rather than an observation, role within the first month of his/her placement.

## **THE STUDENT ROLE IN FIELD EDUCATION**

### **Responsibilities of Student**

- The student with the support of the Faculty Liaison and the Field Instructor has the major responsibility for his/her/their own learning and is expected to actively participate in the formulation and implementation of the field education experience. While in the field practicum the student is expected to maintain the same ethical standards and practices as the professional staff.
- Attend the required pre-placement orientation (with the Field Coordinator) sessions and follow all the pre-placement instructions in a timely fashion. This includes discussion with advisor and Field Coordinator of appropriate placement choices.
- Make Field Instructor aware of any pertinent information that may affect the student's ability to learn.
- Advocate for self in pursuit of learning.
- The student is responsible for the initial drafting of the learning contract and discussion with the Faculty Liaison so that it can be finalized for submission to the Faculty Liaison by the specified deadline date (see your syllabus).
- The student is required to adhere to the items agreed upon in the learning contract including required reports, etc.

- The student is required to participate in conferences with the faculty liaison during the placement.
- Clarify with the agency any expectations related to transportation of clients and insurance coverage for these purposes.
- Use the Field Instructor as a base for channeling contacts with other areas of the setting.
- Respect client/agency confidentiality and abide by the NASW Code of Ethics.
- Engage in appropriate termination activities with clients and agency at any point practicum ends.
- Use of supervision: The student is expected to prepare for and participate in regular conferences with the Field Instructor, focusing on the student's learning and application of social work concepts. To foster the integration of class and field, the student is expected to share with the field instructor course materials and syllabi in addition to appropriate classroom discussions and experiences. The student uses this professional relationship as a constructive tool in his/her total educational program.
- Use of agency material: The student should take responsibility for a clear understanding between the agency, the student, and the program about the student's use of agency material in the classroom.
- The student as member of the agency: The student must take responsibility for becoming a part of the field education setting and participate responsibly as a beginning professional. Attendance at meetings and conferences in the agency and community are encouraged. The student should take advantage of appropriate opportunities to broaden the learning experience within the field education placement consistent with educational and service obligations.
- The student is responsible for providing his/her/their own transportation to and from practicum.

### **Student Policies and Procedures**

- The student is responsible for reading the BSW Field Education Manual to make sure that they understand what a social work practicum is about.
- After the student attends the orientation and meets individually with the Field Coordinator, the Field Coordinator will offer agencies where the student can interview. It is important to note that conditions at agencies change frequently. Students should not assume that practicum sites approved in the past will be approved during the current semester.
- It should be remembered that your interview at the agency is a two-way street. It is the responsibility of the agency person to obtain information about you, but it is also your responsibility to gather information about the agency and about your prospective field instructor.
- The Field Instructor and Task Supervisor (if applicable) must be able to meet with the student for a minimum of one hour of structured conference time per week. This is one of the items to be stipulated in your learning contract.
- The student must be assured that she/he/they will be given social work responsibilities in the agency early in the semester. The student should work independently with a caseload of three to five clients.
- The student is reminded that the final grade of the student is the exclusive responsibility of the Faculty Liaison.
- The Field Coordinator will notify Faculty Liaisons of who cannot begin their placement as scheduled due to outstanding paperwork and/or liability insurance. It will be the student's responsibility to notify the placement agency and field instructor of any change in schedule or delay in starting.
- Students will also be responsible to make up any missed hours due to non-compliance with the above policy.
- The student is reminded that per Pennsylvania Western University policy, the student cannot remain in the agency during a work stoppage (i.e. strike among any staff of the agency, lockout of the staff, etc.).
- The student is reminded that he/she/they must be in the practicum for a minimum of 450 hours. It is the policy of the Department of Social Work that students are not permitted to perform field practicum hours when the University is closed for extended periods (e.g. December break and spring break) unless approved by the Field Coordinator and Faculty Liaison.
- The student is not permitted to have practicum in an agency where he/she has a relative working; where he/she or a relative is or has been a client; where he/she has or has had a personal relationship with anyone in the agency; or where he/she has been placed for a previous practicum. (some exception can be made regarding this

policy and should be addressed to the Field Coordinator.)

- Students should note that changes in the agency status can occur between the time an agency is confirmed at the end of one semester and the beginning of the practicum during the next semester. Please stay in contact with your selected agency and with the Field Coordinator to ensure that the site is still appropriate for the practicum.
- Practicum orientation/training: If an agency requires training for you to perform your practicum duties 24 hours of an agency's training program may count towards your practicum hours provided that they are done in the current semester. Anything above 24 hours will not apply towards your practicum hours unless pre-approved by your faculty liaison.
- Students are reminded that once a placement decision is made it is extremely unlikely that a change will be made.
- Although every effort will be made to accommodate a student's preference the final placement decision rests with the Department of Social Work Field Education Committee.
- Students are expected to contact the Field Coordinator if they have any questions or concerns about any of the above. All questions about field practicum should be directed to the Field Coordinator, not the University Internship Center.
- The student's participation and adherence to deadlines may be considered in determining the final practicum grade.
- Physicals, Drug Tests, TB Tests, Vaccinations etc. are based on agency requirements and timeframes and it is the student's responsibility to inquire about what is needed.
- Students are required to make a one-time purchase of Tevera during their senior year, the semester before you are due to go into field practicum. This software is used for all paperwork, learning contract, timesheets, etc. and to evaluate student performance on the 9 CSWE competencies in all practice, policy and research and field education courses, and thus is critically important for program accreditation.

#### **Liability Insurance and Clearances:**

- All students must be covered by professional liability insurance prior to beginning practicum. **You will need the \$1-3 million coverage option.**

You are strongly encouraged to purchase it yourself. They may be a few exceptions where the agency covers you but this needs to be explicitly laid out in writing from their legal department or HR director with your name and the time frame you will be there. Students will not be permitted to begin their practicum until the Field Coordinator has been provided with a copy of the insurance you purchased, or the agency provides. No exceptions will be made. Employment based placements still require liability insurance. Student members of NASW receive a discounted price for liability insurance. It can also be purchased at [www.HPSO.com](http://www.HPSO.com); <http://www.naswassurance.org/enroll-today/>; or <https://www.americanprofessional.com/covered-professions/student/> (prices vary).

- Ask your field instructor at your interview whether you need to get your child abuse clearance, state criminal background check, and/or FBI criminal history report. **Some of the following procedures can take several weeks to complete. If you cannot meet the requirements of the background check, you will not be able to intern at an agency. Please discuss with the field coordinator any concerns you may have about this.**

If required by the field site, instructions on how to request child abuse clearance:

- Go to the following website: <https://www.compass.state.pa.us/cwis/public/home> Click "create individual account"
- Follow the instructions to create a Keystone ID
- Login to your account
- Click "Create clearance application"
- Under "Application Purpose," select "Individual 14 years of age or older who is applying for or holding a paid position as an employee with a program, activity or service..."
- Cost: \$13 (subject to change)

If required by the field site, instructions on how to request state criminal background check:

- Go to the following website: <https://epatch.state.pa.us/Home.jsp>
- Click "Submit a New Record Check."
- Under "Reason for Request," select "Other."
- Cost: \$22 (subject to change)

If required by the field site, instructions on how to request FBI criminal history report:

- Go to the following website: <https://uenroll.identogo.com/>
- **If you will be completing your placement in a school**, enter the following Service Code: 1KG6XN
- **If you will be completing your placement in any other setting**, enter the following Service Code: 1KG6ZJ (code for DHS Volunteer)
- After you enter your personal information, schedule a fingerprinting appointment v Cost: \$21.85, due at appointment (subject to change)

## **FIELD MANAGEMENT SYSTEM, TEVERA**

The BSW Field Education Program uses a comprehensive web-based field placement tracking system called "**Tevera**." This system allows BSW Students, Field Instructors, Faculty Liaisons, Task Supervisor, Affiliated Organizations, the BSW Field Coordinator, and related personnel to access shared information electronically. The Field Office will provide all users with information on creating their Tevera accounts.

*All BSW Students are required to purchase Tevera and will be provided instructions on when and how to do so by the Field Office.*

### **Obtaining a Field Practicum Site**

The semester before you are scheduled for field:

- Students will be notified of a Mandatory Field Orientations. Orientations will be offered in person for students on campuses and on-line for on-line students.
- Students will purchase Tevera Software Program
- Student will complete pre-field process including application and uploading a resume in Tevera.
- The Field Coordinator reviews the application and identifies potential placement sites consistent with the student's interests and preferences when possible.
- In person students will meet with the Field Coordinator in person or via zoom to discuss preferences for field and make recommendations for sites.
- Field Coordinator will connect student and agencies to facilitate the interview process
- On-line students living in Pennsylvania within 60 miles of campus can also request to meet with the field coordinator for assistance but are ultimately responsible for locating their own qualifying placement and submitting it for approval to the Field Coordinator.

On-line students who do not live with in this area are responsible for locating a qualifying placement and supervisor and submitting it for the Field Coordinator to review. Please contact BSW Field Coordinator with any questions.

- Once a student interviews and is accepted to a placement, the student is responsible for working with the agency to complete the Field Acceptance Form.
- The Field Coordinator confirms placement and supervision qualifications.
- The Field Coordinator initiates Affiliation Agreement process
- The student confirms with the agency the on boarding process such as what clearances they need and in what time frame (this is different for every agency) and what pre-screening needs to be completed such as drug tests, physicals, TB tests, vaccinations, etc. (this also varies from agency to agency).

## **CHILD WELFARE EDUCATION FOR BACCALAUREATES (CWEB)**

The CWEB program is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare, and 14 undergraduate social work degree programs in Pennsylvania accredited by the Council on Social Work Education. The social work program at Penn West University is one of the participating programs. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania's 67 public child welfare agencies.

Qualified persons who are enrolled as social work majors at Penn West on either a full-time or part-time basis may receive substantial financial support in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency for a period of one year following graduation with the BSW. Application must be made during the semester prior to entering the final year of the social work program. The CWEB program at Penn West is coordinated by the University of Pittsburgh. More information about the program and a link to the online CWEB application can be found here: <http://www.socialwork.pitt.edu/researchtraining/child-welfare-ed-research-programs/cweb>

## **THE LEARNING CONTRACT AND EDUCATIONAL PLAN**

The learning contract is to be developed by the student and the agency field instructor during the first few weeks of the field placement (see syllabus for exact date). The faculty liaison may provide input to the learning contract as well. It should be completed in consideration of the objectives of field placement; the mutual obligations of the agency, university, and student; and the intern's primary role as a student, not an agency employee. The completed learning contract must be submitted in Tevera.

The learning contract is designed to be a guide and is therefore open to modification. If major changes are made during the field placement, the contract should be revised in Tevera. The learning contract is rooted in core competencies outlined by the Council on Social Work Education. The learning contract and evaluation are in alignment so that the student is assessed based on the core competencies.

- Educational Goal: An inclusive statement of what you intend to learn during or by the completion of the field experience. (THIS IS THE COMPETENCY ALREADY STATED IN THE PLAN)
- Objective: An outcome(s) that describes what it is to be done to meet the educational intent. Specific (THIS IS THE BEHAVIORS ALREADY STATED IN THE PLAN)
- Method/Task: A description of what you will do to determine the extent to which the educational intent was met. Specific action of interventions required for meeting the objective. Process (STUDENT DEVELOPS WITH FIELD INSTRUCTOR ASSISTANCE) You should create agency specific activities for each practice behavior.
- Measurement: How will you know the educational intent was accomplished? How will you demonstrate you are competent in these behaviors? What followings are examples: a completion time requirement; number or percent of completion or successful completion; a quality rating; an accuracy rating; results of a feedback or evaluation (written or verbal); supervision discussions, etc. (STUDENT DEVELOPS WITH FIELD INSTRUCTOR ASSISTANCE)

## **FIELD EDUCATION TIME SHEETS**

Students are to complete and submit weekly documentation their field hours in Tevera. Timesheets must be approved by the Field Instructor prior to submission. This provides both the student and the field liaison the opportunity to track the progress that is being made in meeting the field objectives and outcomes as outlined in the learning contract.

## **FIELD EDUCATION WEEKLY ASSESSMENT / LOGS**

A weekly assessment is required. The assessment should include a short summary of the one-hour Social Work supervisory meeting and any important events or significant learning experiences that have taken place during the past week. The student should use the weekly assessment format provided at the field orientation as a template to complete these weekly assessments. See Syllabus for more information.

## **SAFETY ASSESSMENT**

Due in the first few weeks of the semester (see Syllabus), the safety assessment prompts the student to discuss safety concerns that may arise during placement in different settings.

## **EMPLOYMENT BASED PLACEMENTS/PAID PLACEMENTS**

CSWE now permits students to use their paid employment as their practicum as long as the student can meet all 9 Social Work Competencies. A plan for how the student will accomplish this is due before the placement is approved. This is a part of the Placement Acceptance form.

Students are not guaranteed paid placements and need to be prepared to complete their practicum regardless of pay as it is a requirement to graduate with your BSW. Paid placements vary from agency to agency and change depending on funding and opportunities at agencies so there is not a list of paid placements for BSW Students to refer too.

## **PROCEDURES FOR ADDRESSING FIELD PRACTICUM DIFFICULTIES**

### **The Student's Responsibilities**

If difficulties arise in the field practicum, the student is advised to first consult the agency field instructor. If the situation is not adequately resolved by consulting the agency field instructor, or the student, in good faith, believes that she/he cannot approach the field instructor, the faculty liaison should be contacted and informed of the difficulty. Students are to be encouraged by both the field instructor and the faculty liaison to use creative problem-solving skills to resolve issues that may arise in the field.

Students should be familiar with the Professional Standards Policy in the BSW Handbook. This policy outlines professional standards of behavior and indicators of concern and applies to students both in classes and in the field.

### **The Agency's Responsibilities**

If at any time the student's performance is questionable, the agency field instructor is to inform the student and the faculty liaison. A meeting should be scheduled for the student, the field instructor, and the faculty liaison to discuss the concerns. If the field instructor feels that continuation of the practicum is not advisable, she/he should contact the assigned faculty liaison. When the removal of the student from the practicum placement is deemed necessary, a written statement should outline what has led to the decision and what steps were taken to ameliorate the concern. The statement should be forwarded to the faculty liaison or the Field Coordinator after a meeting with the student has taken place. The agency field instructor should feel free to contact the faculty liaison at any time, if there are any problems with the student in the agency.

## **The Faculty Liaison's Responsibilities**

The faculty liaison should be the first contact for issues with the field placement. When issues arise, the faculty liaison should meet with the student and the field instructor to identify concerns and construct a plan of action. If the concerns are not able to be adequately addressed, the faculty liaison may determine, in consultation with the Field Coordinator, that the placement should be terminated. The faculty liaison will inform the student and the current agency field instructor of the decision to end the placement as soon as possible after the decision is made.

After a terminated field placement, if the faculty liaison determines that a second practicum is advisable, it is the responsibility of the faculty liaison to inform the Field Coordinator in writing of the reason for the change in practicum and the need for a second placement. A second practicum placement is not automatic, but rather consideration is given to the circumstances that precipitated the disruption and the impact it may have had on the student.

## **The Field Coordinator's Responsibilities**

The BSW Field Coordinator investigates more general concerns about field sites. When this occurs, the Field Coordinator may conclude that the concerns are invalid, work with the agency to correct deficiencies, or discontinue using the agency. Prior to reinstatement of a discontinued agency, the above process will be repeated.

## **STUDENT EVALUATION PROCESS**

The student's performance in the field internship/practicum is evaluated twice over the block placement. The student and their field instructor will complete both a midterm and a final performance evaluation. Each performance review is to be submitted to the faculty liaison through Tevera. The student's performance evaluation is based upon the completion of learning outcomes delineated in the student's learning contract. Since the field placement is a learning experience for the student, the learning outcomes should be periodically reviewed with the student so that they are able to benefit from a constructive and collaborative performance evaluation.

- Evaluation of the student's performance in the placement agency by the Field Instructor is to be an ongoing process through which the student receives continual assessment of his or her performance
- At mid-semester there is to be a planned conference between the student and the Field Instructor devoted to an assessment of the student's performance to date. The evaluation form will be used as the basis for this assessment of the student's performance. The Field Instructor and student will electronically sign each evaluation on-line.
- It is imperative that the Field Instructor notify the Faculty Liaison immediately if there is any indication that the student's performance is less than satisfactory at mid-semester.
- During any evaluative process the student is expected to participate actively in the conference and may be asked to prepare a self-assessment of her/his performance. If disagreements occur the student has the right to submit a written rebuttal for attachment to the Field Instructor's evaluation to be included in the student's record. The student must read and sign the written evaluation and the Field Instructor must also sign it prior to its transmission to the Faculty Liaison.
- It is important to give accurate feedback. If a student's performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this in the evaluation.
- If the Field Instructor realizes that a student's performance is unacceptable and unlikely to improve or that the student needs additional placement experience in order to move to a successful level of performance, the Faculty Liaison should be contacted as soon as possible. Extending a placement is a very serious undertaking that affects graduation for our undergraduate students because they are in their practicum placement the last semester of their senior year.
- Grades cannot be assigned unless the Faculty Liaison receives a final evaluation signed by both the student and the Field Instructor by the due date in the syllabus. Submitting late evaluations will result in the student

receiving an “incomplete” grade.

- Each Behavior in the Education Plan is evaluated using the following:
  - Mastery – Student Demonstrates practice behavior consistently with minimal supervision
  - Accomplished – Student demonstrates developing practice behavior; the student is not consistent in practice behavior but is moving towards consistency and independence.
  - Developing – Student demonstrates beginning practice behavior; the student needs a lot of supervision and is not functioning independently.
  - Beginning – Student demonstrates very little practice behavior (this level does not meet basic requirements)

## **OTHER EVALUATIONS**

### **Student Evaluation of the Field Internship/Practicum**

The student will have an opportunity to evaluate the practicum experience in terms of learning opportunities, accessibility to the field instructor, adequacy of resources to support engagement in the practicum site, and the overall quality of the field experience. Evaluations of Faculty Liaison and Field coordinator will be included. This will be completed in Tevera.

### **Field Instructor Evaluation of the BSW Field Program**

Each field instructor is to complete an evaluation of the field internship referral and placement process. In addition, the field instructor will evaluate the faculty liaison and Field Coordinator. This will be completed in Tevera.

## **FREQUENTLY ASKED FIELD INTERNSHIP QUESTIONS**

### **1. What should I do before I go to the placement agency?**

It is helpful if you call a week ahead to introduce yourself to your field instructor if you have not personally met them prior to placement, or to remind them that you are starting placement on X date. This is a good opportunity to confirm some specifics like parking arrangements, the specific time they are expecting you, who you should check in with when you first arrive, etc.

### **2. What should I wear?**

As with your pre-placement interview, it is very important to present yourself as a professional intern, and dress in comfortable but professional work clothing. Revealing clothing as well as overly casual dress (e.g. jeans and tee shirts) are not appropriate. In some settings, such as residential settings, a certain day's planned activities may dictate what you wear as you become more involved in the placement. This is a good conversation to have with your field instructor during the early phases of your internship.

### **3. What should I expect in the orientation phase of placement?**

Every agency approaches orientation somewhat differently, large agencies which have many interns may have a very formal, organized orientation; smaller agencies may have a more informal schedule. We encourage all agencies to plan an orientation for students which should include:

- Introduction to key personnel, support staff, and team/program members
- Physical orientation to the setting including day schedules, opening and closing procedures, telephone systems, office management requirements, submitting schedules, emergency policies, safety issues, whom to alert in the event of an unexpected absence, etc.
- Program orientation to the agency mission, key agency policies, and daily procedures

- Routine schedules including staff meetings, team meetings, consultation, group supervision, or training sessions you will be expected to attend
- Other agency-specific orientation manuals, materials, and helpful information

**4. To whom am I responsible for my internship hours and daily schedule?**

This is your responsibility to address with your primary internship field instructor. While you are with the placement, your attendance, scheduled hours, and assigned tasks are the responsibility of the agency field instructor and you. Each agency may have slightly different expectations about opening and closing times, preference for some evening hours, specific policies regarding signing in/out, transporting clients, etc. It is important that you clarify these early in the placement. Specific arrangements for days and hours at placement should be reflected in your learning agreement.

**5. What if I put in extra hours in a week or, for some reason, not enough hours?**

Again, your schedule should be addressed with your field instructor. Any changes or unexpected alteration should be addressed weekly so that you both keep a running record as the placement continues of weekly hours completed to complete the placement in a timely fashion. It is important to be prepared and to be flexible as you become more involved in the life of the agency, and to adapt to schedules with a flexible, reasonable attitude.

**6. What if I am not familiar with some of the language, acronyms, or clinical terms being used at meetings?**

This is perfectly natural as you are entering an agency and system “culture.” It is appropriate to ask those present to explain abbreviations, and to ask follow-up questions in supervision. Seize these learning opportunities!

**7. What if my field instructor is not in on certain days?**

If your field instructor needs to be out of the agency or off-site for a period, you should consult with your task supervisor (if applicable). If your field instructor needs to be away for an extended or unexpected period, discuss this with your field instructor and task supervisor and inform your faculty liaison.

**8. What if I am the only professional on-site or expected to cover a shift by myself?**

As a student, you are not expected to cover staff shifts by yourself; students are to be ancillary assistants to center-based responsible program staff, and to have on-site supervision at all times. If you appear to be put in this position, discuss it immediately with your agency field instructor and faculty liaison.

**9. What if I am expected to perform responsibilities with which I am uncomfortable?**

There are undoubtedly first experiences or new skills which feel uncomfortable and are anxiety provoking to most students. This is a natural part of the learning process which can be addressed and prepared for in supervision by role play, hearing examples of staff experiences, etc. If you feel you are being expected to perform beyond the accepted undergraduate student role, inform your field instructor and faculty liaison. Such circumstances might include being asked to administer medication to clients, covering dangerous or risky situations alone, working with violent clients, or providing outreach alone in dangerous environments.

**10. What holidays do I take and how do I plan for personal days?**

Students take off any holiday the agency extends to other staff, or the University identifies as a holiday. Personal/sick days are days when you need to be away from the agency for unavoidable reasons. Please discuss with your field instructor ahead of time how to handle these situations and who to notify. Any missed hours are the student’s responsibility to make up.

**11. What do I do in an emergency involving clients?**

Your field instructor should orient you to agency protocol in keeping with the mandate and mission of the agency. You should follow agency safety and emergency protocols. It is important to debrief and review the events of an emergency immediately following the event.

## National Association of Social Workers (NASW) Code of Ethics: Summary of Major Ethical Principles

Copies of the full NASW Code of Ethics are available in the College of Social Sciences and Human Services office.

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

**Value:** *Service*

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

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

**Value:** *Dignity and Worth of the Person*

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

**Value:** *Importance of Human Relationships*

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

**Value:** *Integrity*

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

**Value:** *Competence*

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

### 1. Social Worker's Ethical Responsibilities to Clients.

- 1.01 Commitment to Clients
- 1.02 Self-determination
- 1.03 Informed consent
- 1.04 Competence
- 1.05 Cultural competence and social diversity
- 1.06 Conflicts of interest
- 1.07 Privacy and confidentiality
- 1.08 Access to records
- 1.09 Sexual relationships
- 1.10 Physical contact
- 1.11 Sexual harassment
- 1.12 Derogatory language
- 1.13 Payment for services
- 1.14 Clients who lack decision-making capacity
- 1.15 Interruption of services
- 1.16 Referral for services
- 1.17 Termination of services

## **2. Social Worker's Ethical Responsibility to Colleagues**

- 2.01 Respect
- 2.02 Confidentiality
- 2.03 Interdisciplinary collaboration
- 2.04 Disputes involving colleagues
- 2.05 Consultation
- 2.06 Sexual relationships
- 2.07 Sexual harassment
- 2.08 Impairment of colleagues
- 2.10 Incompetence of colleagues
- 2.11 Unethical conduct of colleagues

## **3. Social Workers Ethical Responsibilities in Practice Settings**

- 3.01 Supervision and consultation
- 3.02 Education and training
- 3.03 Performance evaluation
- 3.04 Client records
- 3.05 Billing
- 3.06 Client transfer
- 3.07 Administration
- 3.08 Continuing education and staff development
- 3.09 Commitments to employers
- 3.10 Labor-management disputes

## **4. Social Worker's Ethical Responsibilities as Professionals**

- 4.01 Competence
- 4.02 Discrimination
- 4.03 Private conduct
- 4.04 Dishonesty, fraud and deception
- 4.05 Impairment
- 4.06 Misrepresentation
- 4.07 Solicitations
- 4.08 Acknowledging credit

## **5. Social Worker's Ethical Responsibilities to the Social Work Profession**

- 5.01 Integrity of the profession
- 5.02 Evaluation and research

## **6. Social Worker's Ethical Responsibilities to the Broader Society**

- 6.01 Social welfare
- 6.02 Public participation
- 6.03 Public emergencies
- 6.04 Social and political action

Approved 1996 NASW Delegate Assembly and revised by the 2021 Delegate Assembly.

Penn West at California  
**BACHELOR OF SOCIAL WORK (BSW)**  
**COLLEGE OF EDUCATION AND LIBERAL ARTS**  
 Advising Sheet UCC Approved 5/4/20  
**TOTAL CREDITS (CR.) REQUIRED: 120**

NAME: \_\_\_\_\_  
 ADVISOR: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS  
 (40 CREDITS REQUIRED)**

SENSE OF COMMUNITY Credits Grade  
 First Year Seminar 1 \_\_\_\_

COMPOSITION  
 \*ENG 101 English Composition I 3 \_\_\_\_

PUBLIC SPEAKING  
 \_\_\_\_\_ 3 \_\_\_\_

HUMANITIES  
 Any PHI (ethics preferred), Lit or Foreign Language 3 \_\_\_\_

FINE ARTS  
 \_\_\_\_\_ 3 \_\_\_\_

MATH and QUANT. LITERACY  
 One of the following \_\_\_\_\_ 3 \_\_\_\_

**MAT 205** Stats for Health & Social Sciences (recommended); **MAT 215**  
 Stats; **MAT 225** Business Stats;  
**PSY 331** Inferential Stats in Psych

NATURAL SCIENCE  
 Any Natural Science \_\_\_\_\_ 3 \_\_\_\_  
 (Anat./Phys. or BIO preferred)

SOCIAL SCIENCES  
**SOC 100** Principles of Sociology 3 \_\_\_\_

TECH LITERACY  
 \_\_\_\_\_ 3 \_\_\_\_

HEALTH & WELLNESS  
**SOW 303** Human Sexuality & Society (recommended) 3 \_\_\_\_

WRITING INTENSIVE (see right column)  
**SOW 370** and **SOW 405**

GENERAL EDUCATION OPTIONS  
 Any Ethics and Multicultural Emphasis 3 \_\_\_\_  
 \*ENG 102 English Composition II 3 \_\_\_\_  
 Any HIS course (U.S. History recommended) 3 \_\_\_\_  
 Any POS course (Am. Gov. recommended) 3 \_\_\_\_

**ELECTIVES (17-18 CREDITS REQUIRED)**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*Students must have a grade of C (2.0) or better for pre-candidacy courses. Courses required for candidacy are ENG 101, ENG 102, SOW 150, SOW 201, SOW 208 and SOW 215. Students must apply for acceptance to candidacy before enrolling in SOW 302.

All social work (SOW) courses must be completed with a full C or higher. A 2.5 GPA in the major is required to graduate with a BSW.

**SOCIAL WORK (SW) MAJOR REQUIREMENTS  
 (57 CREDITS REQUIRED)**

PRE-CANDIDACY COURSES Credits Grade  
 \*SOW 150 Introduction to Social Work 3 \_\_\_\_  
 \*SOW 201 Interviewing for the Human Services (counts as gen. ed. lab course) 3 \_\_\_\_  
 \*SOW 208 Diversity in a Changing World 3 \_\_\_\_  
 \*SOW 215 Human Behavior and the Social Environment I: Life Course (fall only) 3 \_\_\_\_

PRACTICE INTERVENTION  
**SOW 302** SW Practice with Individuals 3 \_\_\_\_  
 (Majors Only; Pre-req. SOW 150, 201, 208, 215, ENG 101, 102: all courses with a grade of C or higher)  
**SOW 304** SW Practice with Families 3 \_\_\_\_  
 (Majors Only; Pre-req. or Co Req SOW 302 with a grade of C or higher)  
**SOW 345** SW Practice with Groups 3 \_\_\_\_  
 (Majors Only; Pre-req. SOW 302 with a grade of C or higher)

**SOW 349** SW Practice with Organizations and Communities (Majors Only; Pre-reqs. SOW 302, 304 with a grade of C or higher) 3 \_\_\_\_

HUMAN BEHAVIOR & the SOCIAL ENVIRONMENT  
**SOW 316** Human Behavior and the Social Environment II: Groups, Organizations and Communities (spring only) 3 \_\_\_\_

SOCIAL WELFARE POLICY AND ANALYSIS  
**SOW 360** Social Welfare History, Policy Analysis & Social Service Delivery (fall only) 3 \_\_\_\_  
 (Majors and Minors Only; Pre-req. SOW 150 with a grade of C or higher for Social Work Majors ONLY)  
**SOW 370** Policy Practice in Social Work (spring only) 3 \_\_\_\_  
 (Majors Only; Pre-req. SOW 360 with a grade of C or higher)

RESEARCH  
**SOW 405** Social Work Research Methods 3 \_\_\_\_  
 (Majors Only; Pre-req. SOW 302 with a grade of C or higher; Pre- or co-requisite SOW 360 with a grade of C or higher) (Fall only)

SPECIAL INTERESTS (choose any two)  
**SOW 306** SW in the Rural Environment 3 \_\_\_\_  
 (Pre-req. SOW 150)  
**SOW 330** Child Welfare 3 \_\_\_\_  
**SOW 340** Poverty and Related Social Problems 3 \_\_\_\_  
 (Pre-req. SOC 100)  
**SOW 350** SW with the Aging 3 \_\_\_\_  
 (Pre-req. SOW 150)  
**SOW 364** Juvenile Delinquency 3 \_\_\_\_  
 (Pre-req. PSY 100)  
**SOW 410** SW in Mental Health 3 \_\_\_\_  
 (Pre-reqs. SOW 150, 302)  
**SOW 495** Seminar in Special Topics 3 \_\_\_\_

(Jr. or Sr. in major or permission of instructor)

FIELD EDUCATION  
 (Pre-reqs. SOW 345, 370, 405 with a grade of C or higher)  
**SOW 425** Field Education 12 \_\_\_\_  
**SOW 435** Field Education Seminar 3 \_\_\_\_  
 (Counts as gen. ed. special experience course)

**RELATED COURSES (6 CREDITS REQUIRED)**

**PSY 100** General Psych (*required related course*)  
Any ANT, ECO, EDU, GTY, JUS, POS, PSY,

3 \_\_\_\_\_

SOC, SOW, WST 300 level or above (*related elective*)

\_\_\_\_\_ 3 \_\_\_\_\_

**SCHEDULE: SOCIAL WORK MAJORS**

**Recommended Course Sequence for Four-Year Students**

| <b>First Semester</b> |   | <b>16 Credits</b> |
|-----------------------|---|-------------------|
| ENG 101               | English Composition I                     | 3                 |
| UNI 100               | First Year Seminar                        | 1                 |
| PSY 100 or<br>SOC 100 | Social Science/Required<br>Related Course | 3                 |
| SOW 150               | Introduction to Social Work               | 3                 |
| (see catalog)         | General Education                         | 6                 |

| <b>Second Semester</b> |   | <b>15 Credits</b> |
|------------------------|---|-------------------|
| ENG 102                | English Composition II                    | 3                 |
| PSY 100 or<br>SOC 100  | Social Science/Required<br>Related Course | 3                 |
| (see catalog)          | General Education                         | 9                 |

| <b>Third Semester</b> |   | <b>15 Credits</b> |
|-----------------------|---|-------------------|
| SOW 201               | Interviewing for the Human Services                             | 3                 |
| SOW 208               | Diversity in a Changing World                                   | 3                 |
| SOW 215               | Human Behavior and the Social Environment<br>I: The Life Course | 3                 |
| (see catalog)         | General Education   | 6                 |
|                       | Apply for Candidacy   |                   |

| <b>Fourth Semester</b> |  | <b>14-15 Credits</b> |
|------------------------|--|----------------------|
| SOW 302                | SW Practice with Individuals   | 3                    |
| SOW 316                | Human Behavior and the Social Environment<br>II: Groups, Organizations and Communities | 3                    |
| (see catalog)          | General Education/Electives  | 8-9                  |

| <b>Fifth Semester</b> |  | <b>15 Credits</b> |
|-----------------------|--|-------------------|
| SOW 304 or<br>SOW 345 | SW Practice with Families<br>with Groups                             | 3                 |
| SOW 360               | Social Welfare History, Policy<br>Analysis & Social Service Delivery | 3                 |
| (see list)            | Social Work Special Interest   | 3                 |
| (see catalog)         | General Education/Electives  | 6                 |

| <b>Sixth Semester</b> |  | <b>15 Credits</b> |
|-----------------------|--|-------------------|
| SOW 303               | Human Sexuality and Society              | 3                 |
| SOW 304 or<br>SOW 345 | SW Practice with Families<br>with Groups | 3                 |
| SOW 370               | Policy Practice in Social Work           | 3                 |
| (see list)            | Social Work Special Interest             | 3                 |
| (see catalog)         | General Education/Electives              | 3                 |

| <b>Seventh Semester</b> |                               | <b>15 Credits</b> |
|-------------------------|-------------------------------|-------------------|
| SOW 405                 | Social Work Research Methods  | 3                 |
| SOW 349                 | SW Practice with Orgs. & Com. | 3                 |
| (see catalog)           | General Education/Electives   | 9                 |
|                         | Pre-practicum Orientation     |                   |

| <b>Eighth Semester</b> |                         | <b>15 Credits</b> |
|------------------------|-------------------------|-------------------|
| SOW 425                | Field Education         | 12                |
| SOW 435                | Field Education Seminar | 3                 |

**Recommended Course Sequence for Transfer Students with General Education Completed (Fall Start)**

| <b>First Semester* (Fall)</b> |  | <b>12-15 Credits</b> |
|-------------------------------|--|----------------------|
| SOW 150                       | Introduction to Social Work  | 3                    |
| SOW 201                       | Interviewing for the Human Services  | 3                    |
| SOW 208                       | Diversity in a Changing World  | 3                    |
| SOW 215                       | Human Behavior and the Social Environment<br>I: The Life Course                  | 3                    |
| <b>SOW 360</b>                | <b>Social Welfare History, Policy<br/>Analysis &amp; Social Service Delivery</b> | <b>3</b>             |
|                               | *Apply for Candidacy   |                      |

| <b>Second Semester (Spring)</b> |  | <b>15-18 Credits</b> |
|---------------------------------|--|----------------------|
| SOW 302                         | SW Practice with Individuals   | 3                    |
| SOW 303                         | Human Sexuality & Society  | 3                    |
| SOW 316                         | Human Behavior and the Social Environment<br>II: Groups, Organizations and Communities | 3                    |
| <b>SOW 370</b>                  | <b>Policy Practice in Social Work</b>  | <b>3</b>             |
| (see list)                      | Social Work Special Interest   | 3                    |
| (see list)                      | Related Elective (if needed)   | 3                    |

| <b>Third Semester** (Fall)</b> |   | <b>15-18 Credits</b> |
|--------------------------------|---|----------------------|
| SOW 304                        | SW Practice with Families   | 3                    |
| SOW 345                        | SW Practice with Groups   | 3                    |
| SOW 405                        | Social Work Research Methods  | 3                    |
| <b>(see list)</b>              | <b>Related Elective or<br/>Social Work Special Interest<br/>(if needed)</b> | <b>3</b>             |
| (see list)                     | Social Work Special Interest  | 3                    |
|                                | **Pre-practicum Orientation   |                      |

| <b>Fourth Semester (Spring)</b> |                               | <b>18 Credits</b> |
|---------------------------------|-------------------------------|-------------------|
| SOW 349                         | SW Practice with Orgs. & Com. | 3                 |
| SOW 425                         | Field Education               | 12                |
| SOW 435                         | Field Education Seminar       | 3                 |

**NOTE: Spring start students take SOW 316, 370 their first semester and SOW 215, 360 their second semester.**

**All Social Work majors need to apply for acceptance to Candidacy before enrolling in SOW 302 and need to attend the pre-practicum orientation the semester before they enroll in SOW 425 and SOW 435.**

**All social work courses must be completed with a full C or higher. [Please note that a 2.5 GPA in the major is required to graduate with a BSW; students may enter field with a 2.4 with the understanding that they need to have a 2.5 by the time they graduate.]**

**TOTAL NUMBER OF CREDITS REQUIRED TO GRADUATE = 120**

## Social Work Course Descriptions

- SOW 150** *Introduction to Social Work.* Social work as a profession, history, current practical settings, professional values and requirements. (3 credits)
- SOW 201** *Interviewing for the Human Services.* This class introduces students to the theory, value and skill components necessary for effective interviewing with diverse client systems. Communication techniques and personal attributes that enhance problem solving are explored. Demonstration and practice of core skills are thoroughly integrated in the classroom and skills lab. (3 credits)
- SOW 208** *Diversity in a Changing World.* Relations between dominant and subordinate groups; racial, ethnic, gender and sexual orientation; historical and comparative aspects. (3 credits)
- SOW 215** *Human Behavior and the Social Environment I: The Life Course* is the first of a two-semester course content area that is designed to provide the perspectives, frameworks and theories necessary to understand human behavior in the social environment from a social work perspective. This course emphasizes ecological, systems, and life course perspectives to work effectively with individuals and families across the lifespan. Approaches to understanding human and family growth and behavior are presented, with an emphasis on diversity and difference and the impacts of oppression and discrimination across the life course. Person-environment transactions and person-environment fit are stressed as the basis for understanding individuals and families from a social work perspective. (3 credits)
- SOW 302** *Social Work Practice with Individuals.* Basic knowledge, values and skills of the problem-solving approach for the micro level: varied approaches as background for developing one's own eclectic approach. (3 credits)
- SOW 303** *Human Sexuality and Society.* Biological, psychological and cultural aspects of the functioning of human sexuality. (3 credits)
- SOW 304** *Social Work Practice with Families.* History of social work with families, stages of family development, assessment of goals and objectives for families, and the principles and values for intervention and problem solving with families. (3 credits)
- SOW 306** *Social Work in the Rural Environment.* Attitudes, values, customs, resources and opportunities for serving people in rural areas. (3 credits)
- SOW 316** *Human Behavior and the Social Environment II: Groups, Organizations and Communities* is the second of a two-semester content area that is designed to provide perspectives, frameworks and theories necessary to understand human behavior in the social environment from a social work perspective. Approaches presented emphasize diversity and difference and the systemic impacts of oppression and discrimination at the group, organizational and community levels. The nature of systems, environmental transactions, and goodness-of-fit are stressed as the basis for understanding groups, organizations and communities from a social work perspective. A strengths-based, empowerment perspective is also used throughout the course to better understand reciprocal relationships at the group, organization and community levels. (3 credits)
- SOW 330** *Child Welfare.* Issues for children and their families; needs, rights, services and policies in the best interest of the child. (3 credits)

- SOW 340** *Poverty and Related Social Problems.* Social, economic, political and cultural causes and impacts of poverty; powerlessness and lack of opportunity, in search of empowerment. (3 credits)
- SOW 345** *Social Work Practice with Groups.* History of social group work, the stages of group development, assessment of goals and objectives for groups, and the principles and values for intervention and problem-solving with groups. (3 credits)
- SOW 349** *Social Work Practice with Organizations and Communities.* Planning managing and organizing skills and values for working with organizations and communities. (3 credits)
- SOW 350** *Social Work with the Aging.* Policies, practices, services and problems for meeting the needs of our growing elderly population. (3 credits)
- SOW 360** *Social Welfare History, Policy Analysis and Social Service Delivery.* Built on an interdisciplinary base (economic, political, science, and sociological theories), the course prepares students for policy practice skills taught in Policy Practice in Social Work. (3 credits)
- SOW 364** *Juvenile Delinquency.* Deviance and delinquency among juveniles; treatment, control and prevention; theoretical perspective and legal issues. (3 credits)
- SOW 370** *Policy Practice in Social Work.* Dynamics of change; change methods, strategies and values connections; planning of change project. (3 credits)
- SOW 405** *Social Work Research Methods.* Problem definition, hypotheses formulation, data collection, scientific decision making, elementary data analysis, ethical issues in and uses of human research. (3 credits)
- SOW 410** *Social Work in Mental Health.* Approaches and skills for working with mental and emotional difficulties. (3 credits)
- SOW 425** *Field Education.* Supervised placement in a practice setting. Application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems. (3 credits)
- SOW 435** *Field Education Seminar.* Capstone seminar paired with SOW 425. Focused on professional reflection and synthesis of prior coursework with praxis in a field setting. Application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems, as well as emphasis of ethical professional practice. (3 credits)
- SOW 495** *Seminar in Special Topics.* Selected topics of current important and significance to the social work profession. (3 credits)

*Copies are available in the Social Work office.*

**Candidacy Application for BSW Program  
Pennsylvania Western University @ California**

Do not write in this box-office use only.

ENG 101 \_\_\_\_ SOW 208 \_\_\_\_  
 ENG 102 \_\_\_\_ SOW 215 \_\_\_\_ SOW  
 150 \_\_\_\_ GPA \_\_\_\_ SOW  
 201 \_\_\_\_ SW GPA \_\_\_\_  
 # Crs completed \_\_\_\_

**Name:** \_\_\_\_\_ **CWID:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

**Campus Address:** \_\_\_\_\_

**Total Credits Completed:** \_\_\_\_\_ **Credits This Semester:** \_\_\_\_\_ **Full-time:** \_\_\_\_ **Part-time:** \_\_\_\_

**Social Work Courses Completed:** \_\_\_\_\_

**Social Work Courses This Semester:** \_\_\_\_\_

**\*\*\*Please attach a copy of your transcript (unofficial transcript can be printed from VIP) to this application.**

Admission to Candidacy is a pre-requisite to enrolling in SOW 302 Social Work Practice with Individuals. Candidacy requires completion of ENG 101 with a C or better, completion of ENG 102 with a C or better, completion of SOW 150 with a C or better, SOW 201 with a C or better, SOW 208 with a C or better, and SOW 215 with a C or better. The C must be a whole C or C+. If a C- is earned, the course must be repeated with a grade of C or better to move forward. Candidacy also requires completion of 45 or more credit hours prior to taking SOW 302.

**Please provide the semester and grade received for each of the following:**

| Course   | Semester Taken | Grade* |
|--|----------------|--------|
| ENG 101 English Composition I                                    |                |        |
| ENG 102 English Composition II                                   |                |        |
| SOW 150 Introduction to Social Work                              |                |        |
| SOW 201 Interviewing for the Human Services                      |                |        |
| SOW 208 Diversity in a Changing World                            |                |        |
| SOW 215 Human Behavior and the Social Environment I: Life Course |                |        |

**\*If a plus (+) or minus (-) was attached to your grade, this must be included.**

**\*\*\*Please be sure to read and sign the back of this form.**

Successful pursuit of this degree and entry into the social work profession require the ability to adhere to our *professional code of ethics*. You were given a copy of this code when you entered the program and have reviewed the code as part of your SOW 150 Introduction to Social Work course. Successful pursuit of this degree also requires the ability to present professionally and to *engage in professional behavior*, in and out of the classroom. Every syllabus in our program includes a statement on the behavioral expectations associated with this degree program. Your signature on this form indicates your understanding that failure to uphold our code of ethics and/or failure to meet our standards for professional behavior can lead to dismissal from the program.

Earning a CSWE-accredited degree in social work from Penn West requires graduating with a C or higher in all Social Work courses; an overall GPA of at least 2.0 and a GPA in the social work major of at least 2.5. Your signature on this form indicates your awareness of this policy.

**I signify by signing below that I understand that I will have to have a full C or higher in all Social Work courses, an overall GPA of 2.0 and a social work GPA of 2.5 to receive a CSWE-accredited degree in social work from California University of PA. I further understand that failure to uphold the NASW Code of Ethics and/or failure to uphold the BSW Program's standards for professional behavior may lead to my dismissal from the program.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Agreement for Social Work Majors

1. Full Admission to Candidacy for the BSW requires the student to take responsibility for being informed about the Admission/Retention policy and completing the Candidacy Application for BSW Program (see Appendix D).
2. Social work students must attend a group advising session and/or meet with their assigned advisor prior to registration in order to have their advising hold lifted and to be able to register for the upcoming semester. It is the student's responsibility to come prepared for a group advising session or individualized session. Students should bring copies of their most recent completed advising sheet, transcript and DegreeWorks.
3. Social work students are responsible for reading the undergraduate catalog, following course prerequisites and taking social work courses in sequence.
4. Social work students are responsible for reading their *Bachelor of Social Work Student Handbook*. They are responsible for meeting posted deadlines. For example, candidacy applications are normally completed around the seventh week of each term. Student planning to register for Field Education and Field Education Seminar (SOW 425 and SOW 435) in the following term must attend a mandatory pre-practicum orientation between the third through the fifth week of the current term. Juniors are required to complete a pre-graduation check at the beginning of the term following their completion of 96 credits. Seniors are required to apply for graduation at the beginning of their final semester. Watch email announcements for specified dates of each deadline.
5. Social work students are responsible for submitting the official copies of transcripts for any credits completed at another institution. These must to be sent to the University's Articulation and Transfer Department.
6. Social work students are responsible for completing all major requirements (including securing 120 credits, attaining a 2.0 GPA overall, a 2.5 average in the social work major, and a 2.4 to enter their Field Education).
7. Social work students must receive a full C or higher in all required pre-candidacy courses. Social work students must receive a full C or higher in all required social work courses.
8. Social work students are always responsible to act ethically and conduct themselves in keeping with the Social Work Code of Ethics.

I understand and accept these guidelines and responsibilities.

STUDENT: \_\_\_\_\_

(Print Name) (Signature) (Date)

**Guidelines for Scholarly Work**

The faculty of the BSW Program are increasingly concerned about the issue of appropriate scholarly ethics and agree that all of the statements which follow constitute a framework of minimum scholarly standards recognized in higher education. In submitting a paper or class project to the BSW Program, the student warrants and affirms the following:

1. That the work presented is an original piece of research/scholarship/creativity done entirely by the listed author(s).
2. That the entire work, or a substantial portion thereof, is not copied or directly paraphrased from the published work of another author.
3. That all direct quotations, direct paraphrases, empirical research findings and other suitable restatements of the research, scholarship, or creative work of others is appropriately referenced with standard bibliographic citation methods.
4. That the work in question was prepared especially for the class assignment for which it is submitted, has not been submitted previously and will not be submitted later in substantially its present form.
5. That in those instances when a similar or identical topic, theme, issue, population, problem or method is examined in the course, the consent or approval of both instructors has been obtained before the assignment is turned in. Instructors are under no obligation to provide consent.
6. That appropriate credit is provided in a footnote for assistance provided by faculty, other students, etc., in preparing the paper.
7. That no part of the assignment was prepared by a commercial or nonprofit term paper preparation service.
8. That the student has read or examined all sources cited and has personal knowledge that the quotations and findings attributed to those sources in the student's work are substantially correct.

**Pre-Graduation Check Out Form (Information)**

When you have completed 75 credits, please talk with your advisor about completing a pre-graduation check out form.

We are in the process of updating this form. Please check with the Social Work Department Secretary by calling 724-938-5910 or stop by the Social Work Office (#330 Building B) to inquire about where to find the form.

| Professional Behavior Expectations Rubric  | Compliance Score  |  |  |   |
|--|---|--|--|---|
|  | 0-9= Non compliance<br>Student rarely adheres to the professional behavioral expectations   | 10-13 = Limited Compliance<br>Student frequently fails to adhere to the professional behavioral expectations   | 14-17= Acceptable Compliance<br>Student adheres to the professional behavioral expectations  | 18-20=Outstanding<br>Student unflinching adheres to the behavioral guidelines and always meets each of the behavior expectations  |
| Professional Behavioral Demonstration  |   |  |  |   |
| Apply constructive communication, negotiation and problem-solving skills when discussing academic wants and needs and/or advocating for change (NASW core values= <i>social justice</i> and <i>importance of human relationship</i> )  | States concerns in a disrespectful manner. Fails to consider possible solutions to concerns raised. Rejects alternative opinions when discussing academic needs.  | States concerns in a respectful manner. Listens to possible solutions to concerns raised. Listens to alternative opinions when discussing academic needs.  | States concerns in a respectful manner. Considers possible solutions to concerns raised. Shows openness to alternative opinions when discussing academic needs.  | States concerns in a respectful manner. Offers possible solutions to concerns raised. Shows openness to alternative opinions when discussing academic needs.  |
| Attend class regularly with a primary focus on learning, helping to maintain a classroom atmosphere that is conducive to learning for all students (NASW core values= <i>competence, service, and social justice</i> )   | Regularly misses classes Fails to focus on learning (e.g. sleeping, talking, texting). Regularly creates disruptions in the classroom. Contributes to an atmosphere that is not conducive to learning for all students. | Attends class intermittently Shows a limited focus on learning (e.g. sleeping, talking, texting). Creates occasional disruptions. Fails to help to maintain a classroom atmosphere that is conducive to learning for all students. | Attends class regularly. Shows a primary focus on learning (e.g. asks questions, offers insights or examples of subject matter. Helps to maintain a classroom atmosphere that is conducive to learning for all students. | Attends all classes. Listens attentively. Participates in discussion (e.g. asks questions, offers insights or examples of subject matter). Uses class time to advance learning of the subject matter.                             |
| Remain in the classroom until the class is dismissed (unless there are extenuating circumstances that have been discussed with the class instructor), and insure that credit for work submitted is given to the person who originated the work. (NASW core value= <i>integrity</i> ) | Fails to remain in the classroom until the class is dismissed. Credit for work submitted is not given to the person who originated the work.  | Fails to remain in the classroom until the class is dismissed. Credit for work submitted is partially given to the person who originated the work.   | Remain in the classroom until the class is dismissed. Credit for work submitted is given to the person who originated the work.  | Remain in the classroom and actively engaged in class activities until the class is dismissed. Credit for work submitted is given to the person who originated the work. Student builds upon or otherwise enhances original work. |
| Demonstrate respect for classmates, guest speakers, faculty and others by listening attentively, refraining from interruptions, and avoiding disparaging verbal and non-verbal   | Fails to demonstrate respect for classmates, guest speakers, faculty and others.  | Demonstrates limited respect for classmates, guest speakers, faculty and others. Occasionally listens attentively and engages in   | Demonstrate respect for classmates, guest speakers and faculty. Listens attentively and refrains from  | Demonstrate respect for classmates, guest speakers, faculty and others by listening attentively.  |

|   |   |  |   |  |
|---|---|--|---|--|
| communications. Refrains from side conversations and comes to class prepared to participate in a knowledgeable manner. (NASW core values= <i>dignity and worth of the individual and competence</i> )   | Fails to listen attentively AND regularly engages in interruptions. Uses disparaging verbal and non-verbal communications. Engages in side conversations and rarely comes to class prepared to participate in a knowledgeable manner.   | interruptions, disparaging verbal and non-verbal communications and side conversations. Occasionally comes to class prepared to participate in a knowledgeable manner.   | interruptions, disparaging verbal and non-verbal communications and side conversations. Comes to class prepared to participate in a knowledgeable manner.   | Encourages others to refrain from interruptions, disparaging verbal and non-verbal communications and side conversations in a respectful manner. Comes to class prepared to participate in a manner that shows and advanced level of knowledge.  |
| Limits the use of technology in the classroom to those uses that are pre-approved by the course instructor, non-disruptive, and needed for effective learning (NASW core values= <i>social justice, competence and dignity and worth of the individual</i> )  | Regularly fails to limit the use of technology in the classroom to those uses that are pre-approved by the course instructor, non-disruptive, and needed for effective learning.  | Sometimes fails to limit the use of technology in the classroom to those uses that are pre-approved by the course instructor, non-disruptive, and needed for effective learning.   | Limits the use of technology in the classroom to those uses that are pre-approved by the course instructor, non-disruptive, and needed for effective learning.  | Provides suggestion for the use of technology in the classroom to advance learning.  |
| Recognizes that the course instructor has a responsibility not only for teaching, but also for insuring that those entering the social work profession demonstrate competence in the academic content area covered by this class and integrity in completing his or her work individually.<br><br>Understand that it is the student's responsibility to behave and write in a way that does not create the illusion of cheating, plagiarizing and/or undermining. Cheating, plagiarism and undermining behaviors will be reported to the Department's Admissions/BSW Program Committee and will result in a grade penalty. (NASW core values= <i>competency and integrity</i> ) | Fails to recognize that the course instructor has a responsibility not only for teaching, but also for insuring that those entering the social work profession demonstrate competence in the academic content area covered by this class and integrity in completing his or her work individually. Fails to properly document sources and otherwise behaves and writes in a way that does not create the illusion of cheating, plagiarizing and/or undermining. | Sometimes fails to recognize that the course instructor has a responsibility not only for teaching, but also for insuring that those entering the social work profession demonstrate competence in the academic content area covered by this class and integrity in completing his or her work individually. Often does not properly documents sources and otherwise behaves and writes in a way that does not create the illusion of cheating, plagiarizing and/or undermining. | Recognizes that the course instructor has a responsibility not only for teaching, but also for insuring that those entering the social work profession demonstrate competence in the academic content area covered by this class and integrity in completing his or her work individually. Properly documents sources and otherwise behaves and writes in a way that does not create the illusion of cheating, plagiarizing and/or undermining. | Aids the course instructor in ensuring that those entering the social work profession demonstrate competence in the academic content area covered by this class and integrity in completing his or her work individually. Properly documents sources and otherwise behaves and writes in a way that does not create the illusion of cheating, plagiarizing and/or undermining. |
| <b>Faculty Comments/Score</b>   |   |  |   |  |

**BSW Social Work Faculty**

**Professor Ann Bergamasco** (BSW Field Coordinator)

Assistant Professor

LSW, MSW, University of Pittsburgh

**Dr. Azadeh M. Block** (Assistant BSW Program Director)

BSW Faculty, and Director of Center for Undergraduate Research (CUR)

Associate Professor

Ph.D., MSW, University of Pittsburgh

**Dr. Sheri Boyle** (Department Chair)

Professor

Ph.D., Widener University

MSW, University of Pennsylvania

**Dr. Hilary Copp (BSW/MSW Faculty)**

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Ph.D., MSW, University of Georgia

**Dr. Kimberly Hardner (BSW Program Director)**

Assistant Professor

DSW, Kutztown University of Pennsylvania

LSW, MSSA, Case Western Reserve University

**Professor Jessica Hippely (BSW/MSW Faculty)**

Instructor

LCSW, MSW, Edinboro University of Pennsylvania

**Professor Charlene Kolupski (BSW/MSW Faculty)**

Instructor

LSW, MSW University of Virginia

**Dr. Marta McClintock-Comeaux** (Women's Studies Director; BSW/MSW Faculty)

Professor

Ph.D., University of Maryland

MSW, University of Michigan

**Dr. Bonnie Young Laing** (BSW/MSW Faculty)

Associate Professor

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MSW, West Virginia University

**Dr. Janice McCall** (BSW/MSW Faculty)

Assistant Professor

Ph.D., University of Pittsburgh

LSW, MSW, University of California, Los Angeles

**Dr. Carolyn Wass** (BSW Faculty)

Instructor

Ph.D., Warren National University

MSW, West Virginia University

## College of Social Sciences and Human Services Social Work Offices

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### Bachelor of Social Work (BSW) Office Location:

#### **Mailing Address**

250 University Ave., Box 90  
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Fax Number: 724-938-5977

#### **BSW Program Director**

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#### **Social Work Department Secretary**

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