

Bachelor of Social Work Student Handbook



California University of Pennsylvania
Department of
Health and Human Service Professions

2021-2022

BSW Student Handbook

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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 California University of Pennsylvania (CalU). It contains policies and procedures, which chart the course through the BSW program. 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 CalU (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. The state of 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

The mission of the Cal U's 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 a rural and small town area, 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.

Program Goals

The BSW program at Cal U 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 CalU, 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 is the current Department Chair. She also serves as the MSW Program Director. Dr. Bonnie Young Laing serves as the BSW Program Director.

The Department of Health and Human Service Professions 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 Department of Health and Human Service Professions' Social Work Office

The Social Work office is located in Azorsky Hall, Room 200. Most department faculty offices are also located in that area. 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 and to come to the department office area to review materials posted on the bulletin boards.

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. An advising list is available in the Department of Health and Human Service Professions Office in Azorsky Hall. 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 VIP) 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 typed, signed and given to the Department Secretary. 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 Department of Health and Human Service Professions 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 CalU email regularly. Use of your CalU email account is vitally important as many important announcements (including student funding opportunities) are sent through email and ONLY through email. Please check your CalU 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 office.

Required Social Work Major Courses

Courses	Credits
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.</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
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

Semester 1	16 credits
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.)
Semester 2	15 credits
ENG 102 English Composition II	(3 cr.)
PSY 100 or SOC 100	(3 cr.)
General Education	(9 cr.)
Semester 3	15 credits
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	
Semester 4	14-15 credits
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.)

Semester 5	15 credits
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.)
Semester 6	15-18 credits
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.)
Semester 7	15 credits
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	
Semester 8	15 credits
SOW 425 Field Education	(12 cr.)
SOW 435 Field Education Seminar	(3 cr.)

Recommended Two-Year BSW Course Sequence for Transfer Students

Semester 1	15 credits
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	
Semester 2	12 credits
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.)

Semester 3	15 credits
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	
Semester 4	18 credits
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)

LiveText

Students are required to make a one-time purchase of LiveText. 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. 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 LiveText.

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 the Vulcan Information System (VIP) portal. 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 Department of Health and Human Service Professions at 724-938-5910. For assistance with non-social

work courses that are full or if you have other scheduling questions, please contact the Scheduling Center at 724-938-5648.

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 CalU. 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) 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. These students can still apply for acceptance into MSW programs provided that they otherwise meet relevant admissions criteria.

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.

Field Education/Practicum Orientation and Placement Requirements

Note: Due to the COVID-19 Pandemic, hours for field education have been amended. Because the change to this hourly requirement remains in flux, please contact the Director of Field Education, Ann Bergamasco, for questions related to this issue.

All social work majors participate in a 480 hour field education (also referred to as practicum/field practicum) program where they work in an agency setting under the direct supervision of a social worker with the MSW and/or BSW degree who has been approved by the Department of Health and Human Service Professions. Students typically complete these hours Monday through Thursday. Exact hours and days are determined with the agency that the student is placed.

In the semester prior to the semester they are eligible to register for field practicum, students will be notified of a **mandatory** pre-practicum orientation meeting, usually held the second weeks of classes. This meeting is designed to assist the student in preparing for his/her upcoming placement. It is **mandatory** that you attend this meeting to receive information about practicum and necessary paperwork that is required to be completed prior to beginning practicum. CSWE and departmental requirements are reviewed with students. During this orientation students receive a copy of the *BSW Field Education Manual*. The Field Coordinator reviews the processes and procedures for practicum site selection and all of the requirements and criteria for field education. Students are also given copies of the practicum application form that they complete at the orientation.

At the orientation students are required to make an appointment with the Field Coordinator. During that meeting the Field Coordinator reviews the site selection process and relevant rules and requirements with the student again. The Field Coordinator also obtains information relevant to making the best practicum site match such as the student's experiences and interests.

The Field Education Committee makes the final decision and approves a practicum site after making sure that the Department's field education criteria are met and the student's learning needs are likely to be met. The Field Education Committee can reject a placement and direct the student to other settings. To enter field education you must meet the following criteria:

- (1) Have Senior standing (minimum 90 credits).
- (2) Have completed the following Social Work Courses with a full C or higher: SOW 150, SOW 201, SOW 302, SOW 304, SOW 345, SOW 215 and 316, SOW 208, SOW 360, SOW 370 and SOW 405.
- (3) Have completed SOW 349 or be concurrently registered in the class while taking practicum.
- (4) Have unconditional approval for social work degree candidacy, including having a 2.0 grade-point average overall and a 2.4 in the major.

The program is committed to providing a field education experience that builds upon students' previous experiences and allows for diverse practice exposure. For these reasons, field practicum placement with a current or former employer is permitted only when it is clear that the proposed site provides objective MSW supervision, will allow for meeting all of the educational needs of field practicum placement, provides opportunity for both growth and diverse experience, and is approved by the Field Education Committee.

At the practicum orientation, held the first day of the practicum term, each student is provided with the BSW Field Education Manual, SOW 425 and SOW 435 syllabi, and all of the dates and details for the term's placement, field education seminars, conferences and reports. Field education hours cannot begin until **after** the student has attended practicum orientation (held the first day of the term) with his or her assigned field faculty liaison and until **after** the University semester has officially begun.

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. It is now six years later, and the social work community is still waiting for the licensure requirements to be completed. We encourage current students to stay connected to NASW-PA to find out more about when the licensing application and exam will be available in Pennsylvania. New regulations are being written to comply with the law. Just like licensure at the MSW level, BSW graduates pay fees to sit for the exam and get the license. There also will be a continuing education requirement for BSW level licensure. For more information, please go to www.nasw-pa.org.

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 CalU 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. 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 Department of Health and Human Service Professions.

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 CalU. 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 CalU 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 CALU 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. 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. With respect to appeals regarding grades, the policy of the University's administration is:

"That it is not the policy of the administration to change a properly assigned grade – that is, one based upon recorded grades for quizzes, exams, assignments, projects and other grade criteria as indicated on the course syllabus or outline. However, when a student alleges violations of sound academic grading procedures, the University administration and faculty mutually support a student appeal procedure that gives both the student and the faculty member a fair process to substantiate and/or refute those allegations" (CalU 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 VIP. Student permission is required before academic information is released to anyone other than faculty or approved university staff.

Resources

Department Facilities

A BSW bulletin board is located outside of the Department of Health and Human Service Professions office. Please check it frequently for meeting announcements, important deadlines and special projects. Additional bulletin boards provide information about the Department of Health and Human Service Professions 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. 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.calu.edu/academics/careers-internships/cpdc.aspx).

The Office for Students with Disabilities (OSD) provides assistance for all students with disabilities (www.calu.edu/osd).

Vulcan Learning Commons (<https://www.calu.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

CalU 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.calu.edu/student-life/health-wellness.aspx>).

The Office of Diversity, Equity and Inclusion handles special concerns of minority students (<https://www.calu.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.calu.edu/student-life/natali-student-center.aspx>).

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

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 Department of Health and Human Service Professions 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 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 Referral for services
- 2.07 Sexual relationships
- 2.08 Sexual harassment
- 2.09 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 2008 Delegate Assembly.

**CALIFORNIA UNIVERSITY OF PENNSYLVANIA
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)**

<u>SENSE OF COMMUNITY</u>	Credits	Grade
First Year Seminar	1	___
<u>COMPOSITION</u>		
*ENG 101 English Composition I	3	___
<u>PUBLIC SPEAKING</u>		
_____	3	___
<u>HUMANITIES</u>		
Any PHI (ethics <i>preferred</i>), Lit or Foreign Language	3	___
<u>FINE ARTS</u>		
_____	3	___
<u>MATH and QUANT. LITERACY</u>		
One of the following _____	3	___
MAT 205 Stats for Health & Social Sciences (<i>recommended</i>); MAT 215 Stats; MAT 225 Business Stats; PSY 331 Inferential Stats in Psych		
<u>NATURAL SCIENCE</u>		
Any Natural Science _____ (Anat./Phys. or <i>BIO preferred</i>)	3	___
<u>SOCIAL SCIENCES</u>		
SOC 100 Principles of Sociology	3	___
<u>TECH LITERACY</u>		
_____	3	___
<u>HEALTH & WELLNESS</u>		
SOW 303 Human Sexuality & Society (<i>recommended</i>)	3	___
<u>WRITING INTENSIVE</u> (<i>see right column</i>)		
SOW 370 and SOW 405		
<u>GENERAL EDUCATION OPTIONS</u>		
Any Ethics and Multicultural Emphasis	3	___
*ENG 102 English Composition II	3	___
Any HIS course (U.S. History <i>recommended</i>)	3	___
Any POS course (Am. Gov. <i>recommended</i>)	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)**

<u>PRE-CANDIDACY COURSES</u>	Credits	Grade
*SOW 150 Introduction to Social Work	3	___
*SOW 201 Interviewing for the Human Services (<i>counts as gen. ed. lab course</i>)	3	___
*SOW 208 Diversity in a Changing World	3	___
*SOW 215 Human Behavior and the Social Environment I: Life Course (fall only)	3	___
<u>PRACTICE INTERVENTION</u>		
SOW 302 SW Practice with Individuals (Majors Only; Pre-req. SOW 150, 201, 208, 215, ENG 101, 102: all courses with a grade of C or higher)	3	___
SOW 304 SW Practice with Families (Majors Only; Pre-req. or Co Req SOW 302 with a grade of C or higher)	3	___
SOW 345 SW Practice with Groups (Majors Only; Pre-req. SOW 302 with a grade of C or higher)	3	___
SOW 349 SW Practice with Organizations and Communities (Majors Only; Pre-reqs. SOW 302, 304 with a grade of C or higher)	3	___
<u>HUMAN BEHAVIOR & the SOCIAL ENVIRONMENT</u>		
SOW 316 Human Behavior and the Social Environment II: Groups, Organizations and Communities (spring only)	3	___
<u>SOCIAL WELFARE POLICY AND ANALYSIS</u>		
SOW 360 Social Welfare History, Policy Analysis & Social Service Delivery (fall only) (Majors and Minors Only; Pre-req. SOW 150 with a grade of C or higher for Social Work Majors ONLY)	3	___
SOW 370 Policy Practice in Social Work (spring only) (Majors Only; Pre-req. SOW 360 with a grade of C or higher)	3	___
<u>RESEARCH</u>		
SOW 405 Social Work Research Methods (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)	3	___
<u>SPECIAL INTERESTS</u> (<i>choose any two</i>)		
SOW 306 SW in the Rural Environment (Pre-req. SOW 150)	3	___
SOW 330 Child Welfare	3	___
SOW 340 Poverty and Related Social Problems (Pre-req. SOC 100)	3	___
SOW 350 SW with the Aging (Pre-req. SOW 150)	3	___
SOW 364 Juvenile Delinquency (Pre-req. PSY 100)	3	___
SOW 410 SW in Mental Health (Pre-reqs. SOW 150, 302)	3	___
SOW 495 Seminar in Special Topics (Jr. or Sr. in major or permission of instructor)	3	___
<u>FIELD EDUCATION</u>		
(Pre-reqs. SOW 345, 370, 405 with a grade of C or higher)		
SOW 425 Field Education	12	___
SOW 435 Field Education Seminar (Counts as gen. ed. special experience course)	3	___
<u>RELATED COURSES (6 CREDITS REQUIRED)</u>		
PSY 100 General Psych (<i>required related course</i>)	3	___
Any ANT, ECO, EDU, GTY, JUS, POS, PSY, SOC, SOW, WST 300 level or above (<i>related elective</i>)		
_____	3	___

SCHEDULE: SOCIAL WORK MAJORS

Recommended Course Sequence for Four-Year Students

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

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

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

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

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

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

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

Eighth Semester		15 Credits
SOW 425	Field Education	12
SOW 435	Field Education Seminar	3

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

First Semester* (Fall)		12-15 Credits
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 I: The Life Course	3
SOW 360	Social Welfare History, Policy Analysis & Social Service Delivery	3
	*Apply for Candidacy	

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

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

Fourth Semester (Spring)		18 Credits
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
 California University of Pennsylvania
 Department of Health and Human Service Professions

<i>Do not write in this box-office use only.</i>	
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 CalU 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 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 (Azorsky 200) to inquire about where to find the form.

Professional Behavior Expectations Rubric	Compliance Score			
	0-9= Non compliance Student rarely adheres to the professional behavioral expectations	10-13 = Limited Compliance Student frequently fails to adhere to the professional behavioral expectations	14-17= Acceptable Compliance Student adheres to the professional behavioral expectations	18-20=Outstanding Student unflinchingly 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=social justice, competence and dignity and worth of the individual)	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. 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.
Faculty Comments/Score				

Social Work Faculty (Full-Time)

Prof. Anne Bergamasco (Field Coordinator) LSW, MSW, University of Pittsburgh	724-938-4958 Office: Eberly 226
Dr. Azadeh M. Block (Department Chair) BSW Faculty, and Director of Center for Undergraduate Research (CUR) Associate Professor Ph.D., MSW, University of Pittsburgh	724-938-4289 Office: Eberly 220-A
Dr. Sheri Boyle (BSW Program Director, BSW/MSW Faculty) Professor Ph.D., Widener University MSW, University of Pennsylvania	724-938-5988 Office: Eberly 220-B
Dr. Marta McClintock-Comeaux (Women’s Studies Director) Professor Ph.D., University of Maryland MSW, University of Michigan	724-938-5246 Office: Eberly 214
Dr. Bonnie Young Laing (BSW Faculty) Associate Professor Ph.D., Virginia Commonwealth University MSW, West Virginia University	724-938-4639 Office: Eberly 225
Dr. Janice McCall (MSW Faculty) Assistant Professor Ph.D., University of Pittsburgh LSW, MSW, University of California, Los Angeles	724-938-4939 Office: Eberly 216
Dr. Gwendolyn Perry-Burney (MSW Faculty) Professor Ph.D., University of Pittsburgh MSW, Temple University of PA	724-938-5937 Office: Eberly 213
Dr. T. Thao Pham (MSW Program Director, MSW Faculty) Associate Professor Ph.D., Columbia University LSW, MSW, Smith College	724-938-4218 Office: Eberly 223
Dr. Rosalie Smiley (MSW Faculty) Professor Ph.D., MPH, MSW, University of Pittsburgh	724-938-4059 Office: Eberly 224
Dr. Carolyn Wass (BSW Faculty) Instructor Ph.D., Warren National University MSW, West Virginia University	724-938-4047 Office: Eberly 221-B

**Department of Health and Human Service Professions
Social Work Offices**

Bachelor of Social Work (BSW) Office Location: Eberly 202

Mailing Address	250 University Ave., Box 90 California, PA 15419-1394
Department Phone Number	724-938-5910
Fax Number	724-938-5977

BSW Program Director	Dr. Sheri Boyle
Phone Number	724-938-9588
Email	boyle@calu.edu

Department/BSW/MSW Secretary	Carolyn Robinson
Phone Number	724-938-5910
Email	robinson_c@calu.edu

Department Chair	Dr. Azadeh M. Block
Phone Number	724-938-4289
Email	block@calu.edu

Masters of Social Work (MSW) Program Office Location: Eberly 223

MSW Mailing Address	250 University Ave., Box 90 California, PA 15419-1394
MSW Phone Number	724-938-4022
Fax Number	724-938-5977

MSW Program Director	Dr. Theresa Thao Pham
Phone Number	724-938-4218
Email	pham@calu.edu