

Creighton University Social Work Program



Student Handbook

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Preface

The Social Work Program developed this Student Handbook for the benefit of potential students interested in pursuing a career in social work and for those students who are currently social work majors. The Handbook contains valuable information about the mission and goals of the Social Work Program, social work course descriptions and prerequisites, procedures for admission and advancement through the program, program credit hour requirements, and procedures to apply for field practicum.

G.H. Grandbois, Director

Brief History

Creighton University was founded in Omaha, Nebraska, in 1878. It is a private, coeducational institution operated by the Society of Jesus, an order of Roman Catholic priests. The campus occupies 108 acres northwest of the downtown area. There is a student body of about 7,500 students and a full-time faculty of 667 and 804 part time faculty. Both the faculty and student body are drawn from many geographic, religious, and ethnic backgrounds.

Prior to 1973, the social work curriculum at Creighton University consisted of two courses taught in the Sociology Department by part-time faculty. In the fall of 1973, a full time Master of Social Work faculty was added. A social work program based on Council of Social Work Education Accreditation Standards was initiated for the academic year 1974-75. By 1980 the social work curriculum was sufficiently well developed for the department to offer a Bachelor's degree in social work. At that time, with the approval of the University administration, a B.So.W. degree was offered.

The decision to seek accreditation from the Council on Social Work Education was made in the fall of 1986, when it became apparent that most states, including Nebraska, would require certification of social workers and that graduation from an accredited program would be a prerequisite to obtaining a license or certification. An expanded social work curriculum was put into place effective in the fall, 1988. That same year, the Social Work Program was admitted to candidacy status; as a consequence the program was granted full accreditation from the Council on Social Work Education, July, 1992. Upon full accreditation, the Social Work Program requested the Council on Social Work Education to antedate the initial accreditation back to 1989. The Council approved the request prompting reaffirmation of accreditation again. In 2004 the Social Work Program received reaffirmation of accreditation until 2012.

Non-discrimination Policy

Creighton admits qualified students and hires qualified employees without regard to race, color, age, national or ethnic origin, disability, sex, marital status or religion. Its education and employment, policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. The University is taking affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam-era. The University Affirmative Action Director is delegated the responsibility for coordination of the University's equal rights efforts. It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, telephone (402)280-3084.

Profession of Social Work

[The National Association of Social Workers](#), defines social work as "the professional activity of helping individuals, families, groups or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to that goal." Also the Council on Social Work Education through its Educational Policy and Accreditation Standards describe the purpose of social work as "promote(ing) human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons." (Council on Social Work Education, Educational Policy and Accreditation Standards, 2008)

The social work profession must be responsive to our increasingly complex society. Often people are finding it difficult to meet their needs through interactions with the society around them. Social institutions including family, friends, church, school and government are often unable to respond to the individual who is in distress. The profession of social work focuses on helping people meet their interactions with the various aspects of their environment—in other helping client(s)/systems solve their own problems.

This interaction may include such professional social work roles as case worker, medical social worker, school social service worker, group home supervisor, residential counselor, youth worker, drug and alcohol counselor, client advocate, residential home administrator, community organizer, community economic development coordinator, and program evaluator.

In 1986, the Nebraska Legislature passed LB 286, "Statute Regulating Practice of Social Work", entitling social workers full title protection and certification to practice social work. Certification and or licensure for social work practice exists in most of the 50 United States. In Nebraska, two levels of certification are available depending on education and experience. The Certified Social Worker is required to: hold a degree from a program certified by the Council on Social Work Education; be of the age of majority and; be of good character. A Certified Master's Social Worker is required to pass the certification exam and have 3000 hours of practice experience supervised by a Certified Master's Social Worker.

Social Work Program

The Social Work Program is in the College of Arts and Sciences with offices in the Administration Building, Room #437. It is administered by the Program Director with faculty members contributing to overall educational policy direction. In addition, the program is sustained by the Faculty/Community/Student Council which meets regularly during the semester to review curriculum and program issues. The faculty-as-a-whole deals with program policy issues. A Personnel Committee is selected by the faculty and is convened when a faculty search is conducted. Students who apply to the social work program are processed through the program Admissions Committee composed of full-time faculty.

Faculty

[G.H. Grandbois](#), **DSW**, University of Utah, MSW; University of Minnesota-Duluth. Experience in social service administration, planning, community organization, political advocacy and child welfare.

Teaches Economic, Politics and Social Welfare, Social Welfare Policy, Macro Social Work Practice, Social Work with Groups and Human Behavior & Social Environment.

[Barbara Harris](#), **Ph.D.**, University of Nebraska at Lincoln ; MSW, University of Nebraska at Omaha. Experience in social service administration, child welfare, family intervention, clinical practice and case management. Teaches Introduction to Social Welfare, Social Work Practice, and Field Practicum Seminar. She also serves as Field Practicum Coordinator.

Adjunct faculty are selected by criteria set by the Council of Social Work Education. The following adjunct faculty have met CSWE criteria and have taught for the Social Work Program:

Debra Anderson,MSW, Ph.D.

Susan Sieczkowski, MSW

Angela Batson, Senior Administrative Assistant.

Social Work Mission, Goals, Competencies and Practice Behaviors including definition of generalist social work practice.

In 2008, the Council on Social Work Education approved new reaffirmation of accreditation guidelines entitled Educational Policy and Accreditation Standards. Consequently, the Social Work Program moved from a content/coverage educational model to a competency/practice behavior model. The new standards promulgate that social work graduate's master a number of social work competencies and attendant practice behaviors. The Social Work Program also, created a new mission statement based on the new standards and program goals. Eleven social work competencies and forty-three practice behaviors were developed.

The social work program at Creighton University uses the following definition of undergraduate generalist social work practice promulgated by Kirst-Ashman & Hull (2006).

"Generalist practice is the application of an electric knowledge base, professional values, and a wide range of skills to target any size system for change within the context of four primary processes. First generalist practice emphasizes client empowerment, the process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situations" (Gutierrez, 2001, p 210)¹. Second, it involves working effectively within an organizational structure and doing so under supervision. Third it requires the assumption of a wide range of professional roles. Fourth, generalist practice involves the application of critical thinking skills to the planned change process." (Kirst-Ashman & Hull, p.7, 2006)²

Program mission

Informed by Ignatian ideals, a global perspective, social work knowledge, values, skills, ethics, history and purpose, the Department of Social Work is dedicated to the formation of competent, effective entry level generalist social work practitioners, as social change agents committed to the well-being of self and others, engaging in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge including the mutual influence of research and social work practice.

Program Goals

1. Prepare entry level generalist practitioners who apply ethical decision-making based on the National Association of Social Work Code of Ethics, and the Ignatian charisms integrating personal and professional ideals through mature self-evaluation and self-reflection.
2. Prepare undergraduate generalist social work practitioners grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.
3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.

¹ Guterrez, L.M. "Working with Women of Color: An Empowerment Perspective" in J. Rothman, J.L. Erlich & J.E. Tropman (Eds) *Strategies of Community Intervention* (6th Ed.): Itasca, IL: Peacock. 2001

² Kirst-Ashman, K., & Hull, G. "Generalist Practice with Organizations & Communities," Thomson/Brooks/Cole: United States, 2006

Competencies and Practice Behaviors

EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly

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

EP 2.1.2: Apply social work ethical principles to guide professional practice

- recognize and manage personal values in a way that allow professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions

EP 2.1.3: Apply critical thinking to inform and communicate professional judgments

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

EP 2.1.4: Engage diversity and difference in practice

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

EP 2.1.5: Advance human rights and social and economic justice

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

EP 2.1.6: Engage in research-informed practice and practice-informed research

- use practice experience to inform scientific inquiry; and
- use research evidence to inform practice.

EP 2.1.7: Apply knowledge of human behavior and the social environment

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

EP 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

EP 2.1.9; Respond to contexts that shape practice

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

EP 2.1.10(a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

EP 2.1.10(a)

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

EP 2.1.10(b)

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

EP 2.1.10(c)

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

EP 2.1.10(d)

- critically analyze, monitor, and evaluate interventions.

Ignatian Ideal/Charisms 2.1.11 Identify and apply Ignatian ideals/charisms in working with individuals, families, organizations, and communities.

- Identify issues of faith and/or spirituality impacting the client, organization or community
- Identify and apply of one or more of the Jesuit values to the social work profession/ practice:
Cura Personalis: care for the whole person

Faith that does justice

Men and women for others – giving service

Magis – a spirit of giving and provide service to those in need physically, emotionally and spiritually

Discernment- critically questioning the work we are doing

Requirements for Bachelor of Social Work Degree

A student is required to earn a grade of "C" in each social work course and maintain a 2.25 overall grade point average. If a student receives a final course grade below a "C" in a social work course, he or she may be dropped from the program. A "D" in a required course does not fulfill the prerequisite for a subsequent required social work course (See the Advancement, Advancement & Termination policy in this handbook).

I. Core Curriculum 61-64 credit hours

II. Social Work Requirements 36 credit hours

III. Prerequisite; Co-requisite Courses 9 credit hours

NOTE: Course credit is not given for life experience.

*Students are advised not to take more than 15 credit hours of course work while taking practicum in their senior year

*Students who receive a grade below a "C" in any pre-requisite or co-requisite course must re-take the course. This includes: PSY 111, SOC 101, SOC 202, PSY 313, SOC 312 or SOC 314.

College of Arts and Sciences Core Curriculum Requirements

College of Arts and Sciences Core Curriculum
(61-64 hrs. plus Freshman Seminar)

Theology, Philosophy, & Ethics (18 hours)
THL 100: Religious Inquiry (3 hrs) Scripture
(THL 2XX) (3hrs)
Christian Theology (THL 3XX)(3hrs)
God and Persons (PHL 3XX) (3hrs)
Senior Perspective (3hrs) (3hrs)

Cultures, Ideas, & Civilizations (18 hours)
History 101: History of Modern World (3hrs)
Non-Western World (HIS 1XX) (3hs)
PHL 107; Hist. & Crit. Intro West. Phl. (3hrs)
CLC/ENG 120; World Lit. I - pre 1600 (3hrs)
ENG 121: World Lit. II - past 1600 (3hrs)
International & Global Studies (list) (3hrs)

Natural Sciences (7 hours)
ATS/BIO.CHM/EVS/NSC/PHY
Must have one lab

Social Sciences (6 hours)
ANT/ECO/PLS/PSY/SOC
Must be from two different fields

Skills (12-15 hours)
ENG 150: Rhetoric & Comp (3hrs) Language (3 hrs of 200 level with previous language or 6hrs of 100)

Mathematics (3hrs) *Social work majors meet this requirement with SOC 312 or PSY 313. If students take PSY 313 they are required to take an additional math class.

Writing Intensive Courses
SWK 275 Human Behavior & Social Environment, SWK 351 Economics, Policy & Social Welfare, SWK 435 Practice III Advocacy, Oppression, Injustice & Ethical Decision-making.

Since the College of Arts & Sciences requires four writing intensive courses, the social work major elects from the list of College offering to fulfill this requirement.

Social Work Requirements

The following are the requirements for a degree in social work (f=fall;
s=spring; sm=summer)

SWK 261 (f/s) Introduction to Social Work & Social Welfare (3 cr.hrs.) Service Learning Course (32 hrs)

SWK 275 (f) Human Behavior and the Social Environment (4 cr.hrs.)

SWK 345 (f) Practice I Social Work with Individuals & Families (3 cr.hrs.) Pre-Field experience in community required (32 hrs.)

SWK 346 Pre-Practicum

SWK 351 (f) Economics, Policy & Social Welfare (3 cr.hrs.)

SWK 359 (f) Practice II Social Work with Groups

SWK 435 Practice III Advocacy, Oppression Injustice & Ethical Decision-making (3 cr. hrs.)

SWK 460 (f) Field Practicum Seminar I (3 cr.hrs.)

SWK 461 (f) Field Practicum I (4 cr.hrs.)

SWK 480 (s) Field Practicum Seminar II (3 cr.hrs.)

SWK 481 (s) Field Practicum II (4 cr.hrs.)

Pre-requisite/Co-requisite Courses

PSY 111 (f/s) Introduction to Psychology

SOC 101 (f/s) Introduction to Sociology: Self and Society

PSY 313 (f/s) Research Methods & Statistics I (3 cr.hrs.)

SOC 312 (f/s) Quantitative Methods in the Social Sciences (3 cr. hrs.)

SOC 314 (f/s) Statistics for the Social Sciences (4 cr. hrs.)

Social Work Course Descriptions

SWK 261 Introduction to Social Welfare (3) I, II

The course introduces students to the concepts, theories, and practice of school social work in the elementary, middle, and high school levels. An overview of the history and development of school social work is presented in lecture and interactive group discussions.

Additionally, a field experience with a practicing school social worker is required and arranged by the instructor. P: SWK 261.

SWK 275 Human Behavior and the Social Environment I (3) I

Examination of the relationships among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior as it relates to social work

practice: focus on individuals, families, small groups, formal organizations and communities. P: PSY 111; SOC 101 or IC. CO: SWK 261; BIO 149.

SWK 335 Federal Indian Policy and Law (3)

This course investigates the relationships between Native Americans and the Euro-American in terms of how the Natives were perceived and the impact this has had on Colonial and Federal policies relating to Native populations. Emphasis is on the historical, political and cultural aspects of the relationship.

SWK 345 Practice I Social Work with Individuals & Families (3) I

Introduction to the ethical and theoretical base from which generalist social workers practice. Brief overview of the methods employed by social workers providing services. CO: SWK 275 & SWK 346 or IC; SWK major.

- SWK 346 Pre-Practicum**
Integrating course knowledge in a practice setting is the goal of pre-practicum. Under the supervision of the a social worker, students explore the ethical and theoretical base from which generalist social workers practice. Taken concurrently with SWK 345. P: SWK major, SWK 261, SWK 275, CO: SWK 345.
- SWK 365 Issues of the Native American Experience (3) I, S**
Examination of Native American culture and values, social institutions and social systems. Presentation of issues emanating from being Native American. Consideration given to understanding the Native American experience from an historical perspective as well as the contemporary viewpoint. P: So. stdg.
- SWK 299 Addictions, Substances, Processes and People (3)**
Selected addiction theories and treatments are reviewed including substance addictions, process addictions, and relationship addictions.
- SWK 351 Economics, Policy & Social Welfare (3) II**
Examines the process of social welfare development with a focus on the more vulnerable population. Social policy is placed in a historical and social context. Includes skills needed for policy formulation, analysis, and advocacy. P: SWK 345, SWK major, Jr. Stg.
- SWK 359 Practice II Social Work With Groups (3) I**
Introduces students to the theory, concepts and experience in the development of group dynamics and effective group skills. Stresses development of practice skills and strategies to achieve effective group facilitation. P: SWK 345 or SWK major.
- SWK 371 Social Work Issues (3) I**
Social work issues are examined in terms of both their historical development and their implications for current social work practice. Topics vary from semester to semester.
- SWK 375 Working with the Elderly**
Presentation of information concerning the theory and practice of social services to the aged. Study of both institutional and community settings.
- SWK 376 Family Violence (3) II**
An exploration of the problem of family violence in American society. Issues raised by violence on the family examined from the legal, social welfare and criminal justice perspectives.
- SWK 409 Race and Gender Relations: Moral and Ethical Dilemmas (3) S**
This course explores the multiple-faceted experience of being a person of color, a specific gender and immigrants in the United States. Institutional forces (economic, educational, familial, political and social welfare) are examined that influence the structure and status of persons of color, immigrants and women and men. Emphasis is understanding the diversity of the United States and the connections between and among race, gender an class and their complexity. Ways to better understand and interact are presented in addition to ways to foster social change. P: PHL 250 or THL 250; Sr. stdg.
- SWK 460 Field Practicum Seminar (3) I, II**
Seminar designed to integrate theories and skills learned in the classroom with their application in field experience. P: SWK 345; Sr. stdg. CO: SWK 351, 461; SWK Major.

- SWK 461** **Field Practicum I (4) I, II**
Students are placed in community agencies delivering social welfare services for practical application of the theory and skills acquired in the classroom. On-site supervision provided by the agency and group supervision provided on campus. P: SWK 345, Sr. stdg. CO: SWK, 351, 460; SWK Major.
- SWK 480** **Field Practicum Seminar II (1-3) I, II**
Seminar designed to integrate theories and skills learned in the classroom with their application in field experience. P: SWK 460, 461; Sr. stdg. CO: SWK 481; SWK Major.
- SWK 481** **Field Practicum II (4)**
Students are placed in agencies delivering social welfare services for practical application of the theory acquired in the classroom. On-site supervision provided by the agency and group supervision provided on campus. P: SWK 460, 461; Sr. stdg. CO: SWK 480; SWK Major.
- SWK 493** **Directed Independent Readings (1-6)**
Survey of literature related to a topic in social work not covered in student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; DC.
- SWK 495** **Directed Independent Study (1-6)**
Student-initiated project on a focused topic in social work, utilizing library materials and involving close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; DC.
- SWK 497** **Directed Independent Research (1-6)**
Student-initiated empirical project on a focused topic in social work, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; SOC 212; DC.

Social Work Program Grade Policy

Grading is an important function of assigning final course evaluation to students. The process consists of shaping exams and assignments to the course goals and objectives. Also, it entails creating evaluation criteria/standards that students have ready access. Consequently, the Social Work Program uses the following student performance policy comprising both academic and professional evaluation.

Each faculty member (full-time & adjunct) must:

- 1. Publish a written syllabus based on the mission, goals and objectives of the Social Work Program.
- 2. Publish all student performance measures (tests, assignments, reports, papers etc.) in all course syllabi.
- 3. Present clear instructions for all performance related measures employed in the classroom.
- 4. Instructors are free to establish an array of student performance measures fitting the course.

The Social Work Program has adopted the following standards for grading for all social work courses, including practicum.

A = 100-93 B+ = 92-87 B = 86-83
C+ = 82-77 C = 81-73 D = 72-67
F = Below 66

Since the Social Work Program is a professional program, it has deemed the following to be in violation of the NASW Code of Ethics. Any observation of the following must be reported to the Program Director or Field Practicum Coordinator.

- Behaviors indicative of chemical dependency
- Diagnosed mental illness
- Sexual relationship with clients
- Repeated violation of the boundaries of the professional relationship
- Violation of the client's confidentiality and privacy
- Repeated disrespect for diversity of clients
- Repeated failure to completed assignments including learning contract
- Repeated tardiness and absenteeism in the practicum
- Unwillingness to consider alternative viewpoints when problem solving
- Improper use of client's finances
- Failure to excuse or disqualify yourself in dual relationships
- Repeated violation of agency policy and regulations
- Irresponsible use of agency resources
- Convicted of a felony while in the social work program

Faculty/Community/Student Council (FCS)

The Social Work Program in partial compliance with the Educational Policy and Accreditation Standards (2008), mandates participation and input from the program's constituencies, mainly, faculty, adjunct faculty, professional social workers from the community, and social work students. Therefore, the Social Work implements a Faculty/Community/Student Council primarily in the role of advice and direction giving. Students are an integral part of the twice yearly meetings providing the Social Work Program feedback and guidance about the program. Two students (one senior and one junior) are appointed by the Student Social Work Organization (SOSW) to participate in the FCS proceedings.

The Faculty/Community/Student Council operates with a set of by-laws which follow.

By-Laws of the Faculty-Community-Student Council

ARTICLE 1 - GENERAL

Section 1: Name

The name of this group shall be the Faculty-Community-Student Council, Social Work Program, Creighton University, hereafter called the FCS Council.

Section 2: Purpose

Broadly, the mission of social work education is to prepare students for professional social practice through the integration of social work knowledge, values, and skills. Specifically, the mission of the Social Work Program serves as a linkage between professional social work education and the philosophy underlying Jesuit education.

The three primary components linking the Social Work Program and Jesuit education include: (1) a commitment to value-centered education, (2) a belief in the inalienable worth of every individual, and (3) a commitment to service to others and the promotion of justice.

The purpose of the FCS Council, components therefore, **is to assist in linking the above three components in the social work department** by providing a forum for communication among community practitioners, social work students and full- and part-time social work faculty.

Section 3: Activities

The activities of the FCS Council shall be to:

- 1) Assess the social work curriculum, including sequencing, social work content, and practicum requirements;
- 2) Facilitate communication between the Social Work Program and community agencies involved with social work education and practice;
- 3) Develop opportunities for collaboration between the practice community and the Social Work Program to improve social work practice;
- 4) Participate in the Council on Social Work Education accreditation process;
- 5) Provide information to the Social Work Program regarding employment opportunities in the local area;
- 6) Educate the Social Work Program about the mission, goals, and services of community agencies;**
- 7) Advocate on behalf of the Social Work Program within the larger University as well as the community, **including participating in marketing and recruitment activities;**
- 8) Contribute to the development and evaluation of annual and long-range program goals;
- 9) Facilitate student input through class representation; and
- 10) Contribute to any other matter relevant to the support or development of the Social Work Program.

ARTICLE II - ADVISORY BOARD

Section 1: Membership

The FCS Council shall be composed of three full-time faculty, two - three part-time faculty, five community practitioners, and two social work students. Community practitioners should represent fields of practice in which baccalaureate students may be employed, and should reflect cultural, ethnic, and racial diversity. Members should understand and embrace a generalist model of education for baccalaureate social work.

Section 2: Appointment

All full- and part-time faculty are required to participate on the FCS Council. Community practitioners are nominated by the FCS Council and appointed by the Social Work Director. Social work students are appointed by the student body every spring, and include one senior and one underclass-person.

Section 3: Term of Service

The individual term of each student member shall be one (1) academic year, with the opportunity for one re-election by the student body. Community practitioners may serve three (3) staggered years and are eligible to serve two consecutive terms (up to 6 years). Part-time faculty are required to participate on the FCS Council for the semester in which they teach.

Section 4: Vacancies

A vacancy exists if a member resigns or does not attend - without any prior notice - three consecutive meetings. Whenever vacancies exist, the FCS Council shall recommend names for appointment during the next regularly scheduled meeting.

ARTICLE III - OFFICERS

Section 1: Officers

The officers of the FCS Council shall be composed of a Chairperson, Vice-chair, and Secretary. The Chairperson shall be the Social Work Program Director. The Secretary shall be the Departmental secretary, whose duties shall include: to record the minutes of each meeting, provide copies of the minutes and other necessary materials to members, and to schedule and notify members of meeting dates.

ARTICLE IV - MEETINGS

Section 1: Regular Meetings

The regular meeting of the FCS Council will be held twice per year and more if needed. Meeting dates will be determined by the Social Work Program Director. Other meetings may be called as needed.

ARTICLE V - AMENDMENT OF BY-LAWS

Section 1: Amendments

Alterations, amendments, or repeals of these by-laws may be made by a simple majority of the membership provided that notice of such change is given to each member in writing at least one (1) week prior to the meeting.

Section 2: Reviews

The by-laws shall be reviewed and updated on even-numbered years in the second meeting of the first semester.

Social Work Practicum and Procedures

The overarching philosophy of the Creighton Social Work Program is that the field practicum experience is for the benefit of student learning and not the agency needs. As prescribed by the Council on Social Work Education, field practicum is the signature pedagogy of the social work curriculum. To that end the field practicum is designed to integrate theory with practice framed by ethical decision-making. First, all field experiences are tied to courses that foster praxis and socialize students to undergraduate generalist social work practice and professional behavior. SWK 345 Practice I- Social Work with Individuals and Families, SWK 460 Field Practicum Seminar I, and SWK 480 Field Practicum Seminar II are attached to the following field practicum courses: SWK 346 Pre-Practicum, SWK 461 Field Practicum I, and SWK 481 Field Practicum II. Assignments in these courses are designed to insure that students connect course content and CSWE competencies to field experiences. The field practicum seminar is the engine that drives the integration of theory and practice and provides the vehicle for students to question, explore, and identify issues related to the acquisition of knowledge, values and skills in the field practicum experience.

The formal field experience begins in the junior year when students take two concurrent courses: SWK 345 Practice I- Social Work with Individuals and Families and SWK 346 Pre-Practicum. In SWK 346 Pre-Practicum, students are exposed to social work practice under the supervision of a Field Practicum Supervisor with a focus on understanding the context, role and style of practice. The formal field experience continues through the senior year as the first semester of practicum initiates the student to professional demeanor, agency culture, agency specific knowledge, values and skills, while the second semester allows students to engage in practice that is designed, implemented and measured by the Field Practicum Coordinator and Field Practicum Supervisor. To foster reflective practice, SWK 460 Field Practicum Seminar I & SWK 480 Field Practicum Seminar II are the cornerstone for integrating theory, practice and professional behavior.

Students in the Field Practicum Seminars are encouraged to:

- Respect the confidentiality of fellow students and their clients in class discussion.
- Demonstrate knowledge of the social service agency in which they have their field practicum.
- Communicate this knowledge to other seminar members.
- Acquire general knowledge of agencies in which other seminar members are placed.
- Understand the roles and responsibilities of field practicum seminar group members.
- Critically reflect on their experiences from a social work perspective.
- Apply social work understanding and conceptualization to their experiences.
- Enhance skill in using the discussion and consultation method.
- Share feelings on personal adjustment to a professional role.

- Share self-awareness in relation to human diversity.
- Share self-awareness in relation to the social work profession.
- Integrate concepts of research and evaluation into the practicum experience.
- Develop an understanding of self-evaluation of professional performance.

Fundamental to the program is both the Field Practicum Supervisor and Field Practicum Seminar Instructor work together to enhance the student integration of theory and practice. During field orientation, it is emphasized to field practicum supervisors that students are in placement to learn by integrating social work theory, coursework and practice, and the role of the field instructors is to promote praxis. Finally, SWK 460 Field Practicum Seminar I & SWK 480 Field Practicum Seminar II provide a vehicle for peer-to-peer accountability and learning

Time spent in SWK 460 Field Practicum Seminar I & SWK 480 Field Practicum Seminar II is additional to the total number of hours spent in the field practicum agency. Students may not miss SWK 460 Field Practicum Seminar I & SWK 480 Field Practicum Seminar II to meet practicum requirements without special permission from the Field Practicum Coordinator.

Evidence informed practice in the senior field practicum sequence concludes with the Colloquium/Poster Session, Capstone experience. The evaluation of field practicum and the student achievement of competency rely upon not only internal faculty ratings, field practicum supervisor ratings and an external evaluator of their Capstone poster.

Students are required to not only evaluate their own practice but are required to include current research that informs their practice. Assignments in SWK 359 Practice II – Social Work with Groups, and SWK 435 Practice III – Advocacy, Oppression, Injustice and Ethical Decision-making each require students to investigate current research to inform decision-making.

The Creighton University Social Work Program utilizes the following definition of Generalist Social Work Practice and has designed the program's curriculum accordingly:

Generalist practice is the application of an electric knowledge base, professional values, and a wide range of skills to target any size system for change within the context of four primary processes. First generalist practice emphasizes client empowerment, the process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situations" (Gutierrez, 2001, p 210). Second, it involves working effectively within an organizational structure and doing so under supervision. Third it requires the assumption of a wide range of professional roles. Fourth, generalist practice involves the application of critical thinking skills to the planned change process (Kirst-Ashman & Hull, 2006, p.7).

The educational models used in the classroom and/or agencies are:

- Case Presentations
- Networking with agencies
- Supervisory meetings
- Role plays
- Group discussion
- Group presentations
- Consulting with non-practicum social work majors
- Mentoring
- Agency Collaborations
- Research: qualitative, quantitative, internet and social media
- Senior Capstone Project

The learning contract is the primary means by which the student completes tasks that meet the competencies as outlined by CSWE EPAS. A new learning contract is completed for each semester of SWK 461 Field Practicum I, and SWK 481 Field Practicum II. The learning contract is developed collaboratively with the student and the Field Practicum Supervisor to identify learning opportunities for the student to demonstrate their mastery of the competencies as assigned by the Social Work Program and CSWE. One copy of the typed, completed contract is submitted to the Field Practicum Coordinator at least three days prior to the Field Practicum Learning Contract Conference. The learning contract must be approved by the Field Practicum Coordinator.

Below are examples of learning activities shared with students and field practicum supervisors that meet the competencies as generalist practice social worker. Student field placement and seminar activities include:

- Identify client strengths and challenges
- Follow a referral to assess client access to service
- Identify ethical dilemmas arising from work in the profession, agency or specific client
- Identify and report on ambiguity in ethical conflicts
- Identify and report on issues of privilege as it pertains to practice
- Prepare oral and written reports, documentation, meeting notes
- Examine the agency for adherence to diversity and difference in practice
- Identify personal issues of diversity as it pertains to practice
- Participate in a local group that enhances or identifies diversity and difference in practice
- Identify legislation that impacts the agency and/or client base and may initiate action
- Compile research for the agency and or client
- Measure an client or agency intervention
- Meet with the CEO or agency personnel to discuss how programs evaluate success
- Identify outcome measures used with clients
- Read and report on the agency mission, policies and standards
- Attend meetings including court hearings with client or write a letter to another professional advocating for client's progress toward goals
- Participate in agency or community task groups or attend advocacy group
- Identify ways in which agency change of regulations, policies and procedures could enhance service delivery
- Identify a local, state or national policy that impacts the agency and/or client population
- Create resource list for agency
- Participate in agency, community and/or neighborhood groups
- Identify the funding issues that impact service to clients
- Develop a case plan describing engagement, assessment, intervention and evaluation
- Prepare and review case documentation
- Take the lead role in a home visit
- Plan for referring client to another agency
- Complete social history assessment, genogram, ecomap
- Collect information from other sources such as client records
- Develop plans with goals, objectives, and strategies
- Evaluate and document client strengths and limitations
- Provide closure activities as necessary
- Observe, design and/or facilitate a groups
- Link clients with services and resources
- Observe, design and/or facilitate a group
- Identify the application of one or more of the Jesuit values:
 - *Cura Personalis: care for the whole person*
 - *Faith that does justice*

- *Men and women for others – giving service*
- *Magis – a spirit of giving and provide service to those in need physically, emotionally and spiritually*
- *Discernment- critically questioning the work you are doing*

As students progress in the field practicum, in their senior year they are required to complete a capstone project (otherwise known as the Senior Colloquium/Poster Session) demonstrating praxis at the micro, mezzo and macro levels of practice. In consultation with their supervisor, each student is required to work with a client to define a micro, mezzo, or macro problem, select an intervention, measure the intervention, and analyze the process and outcome while examining the context in which the issue or problem occurs. This project is monitored and approved by the field practicum supervisor. It is evaluated by the Social Work Program faculty and an external evaluator who holds social work credentials.

Students are required to complete 440 hours of field practicum in the student's senior year and 40 hours of pre-practicum in the junior year.

Practicum Procedures

A) Students are admitted to SWK 460 Field Practicum I and SWK 480 Field Practicum II and SWK 460 Field Practicum Seminar I & SWK 480 Field Practicum Seminar II based on the following criteria:

1. Accepted major
2. Senior standing
3. In compliance with the Program's Admission, Advancement and Termination policy
4. Completion of SWK 345 Practice I-Social Work with Individuals and Families and SWK 346 Pre-Practicum with a grade of C or better
5. Completion of the Admission to Practicum Assessment. The faculty and student complete a Practicum Admission Assessment. This assessment highlights the student's strengths and challenges as they prepare for practicum and identifies any significant concerns regarding student participation prior to beginning field practicum. This assessment tool evaluates the student's professional behavior in the classroom and the field. Any item with a score below a three requires a student-generated action plan that must be approved by the Field Practicum Coordinator to address identified issue/s. The approved action plan must be included in the field practicum learning contracts.
6. Written documentation from social work professors detailing any concerns about the student is considered in the admission process. Faculty consultations regarding matters that influence practicum admission are pertinent to ensure the student is ready for practicum and/or placed in the appropriate setting.

There are two options if a student is not admitted into practicum:

1. The student may be counseled out of the social work program
2. The student may be required to complete additional hours of pre-practicum under the supervision of the Field Practicum Coordinator with a written plan for remediation of practice gaps, knowledge or skills

B) Accepted major successfully completes all social work courses with a grade of C or better including SWK 346 Pre-Practicum taken concurrently with SWK 345:Practice I- Social Work with Individuals and Families.

Field placement site selection criteria:

1. Knowledge that students are never to replace full-time employees.
2. Expressed an interest in providing bachelor-level social work students with field experiences that will enhance their academic learning and professional development as social work generalists.
3. Qualified bachelor's or master's-level social workers on staff who can support the student's learning process, who understand social work functions and values in the organization, and who can assume appropriate role model posture for students.
4. Adequate time, space and supplies for the students.
5. A commitment to student learning that is compatible with Creighton University and the social work profession, including an emphasis on cultural competence, respect for diversity, a focus on vulnerable populations, social justice, etc.
6. The organizational stability to address student learning needs, including the capability to commit field instruction staff to the student for at least one hour per week of supervision during the academic year without anticipation of change, relative organizational financial stability, lack of excessive staff turnover, etc.

As part of the Agency Agreement, Field Practicum Supervisors agree to:

- Provide the student with a job description for the practicum
- Orient students to the agency, history, mission, constituency, policies and procedures and the strengths and challenges facing the agency
- Provided information regarding professional safety and legal practice issues
- Role model effective and ethical practice
- Provide the student with a designated MSW/BSW field supervision
- Provide students with the opportunities to meet the CSWE competencies
- Attend the field practicum orientation in the fall semester or send a designee
- Provide the student with opportunities to gain practice experience with individuals, families, groups, community organizations, and policymaking bodies
- Provide physical facilities and materials including case materials necessary for the student to function as a professional
- Provide agency sanction for the student to carry caseload responsibilities
- Formally instruct the student about the safety and risks associated with providing social work services to this agency
- Train students regarding HIPPA regulations required for the agency
- Notify the student if a drug screen, background check or specific immunizations are required
- Provide the student with mandatory supervision for a minimum of one hour instruction and supervision designed to address the student's learning goals and to integrate theory with practice
- Participate with the student in completing the Field Practicum Learning contract
- Provide the student with regular evaluative feedback about his/her progress toward achieving competency as a beginning level generalist practitioner
- Notify the Field Practicum Coordinator immediately if any concerns arise in the practicum setting either regarding academic performance or professional demeanor or violation of the NASW Code of Ethics
- Read and sign off on all assignments completed by the student in field practicum seminar
- Attend the senior capstone in the fall or send a representative

Placing and Monitoring Students

After completing SWK 345 Practice I-Social Work with Individuals and Families and SWK 346 Pre-Practicum students are required to complete the Practicum Admission Assessment. The Field Practicum Coordinator orients the student to field practicum in the spring of their junior year. On the social work website <http://www.creighton.edu/ccas/social-work> the program maintains a list of viable agencies for field practicum placement. These agencies meet the criteria as set out in the field practicum agreement. When the agency does not meet the criteria as established by the Program the student may petition the Field Practicum Coordinator to consider a placement and make supervisory arrangements as outlined in this manual. Students are encouraged to investigate practicum opportunities based on their interests and as a means to “round out” their resume. The orientation process is as follows:

1. The Field Practicum Coordinator posts a date for orientation.
2. The student prepares a resume.
3. To prepare for the orientation students review the program website to select three possible sites.
4. The student is required to read the practicum manual and by signature indicate they are responsible for knowing the contents of the manual.
5. The student makes a date to shadow a current senior in practicum
6. The Field Practicum Coordinator contacts the agencies to determine if a practicum is available for the student
7. The student interviews with at least two agencies
8. The student meets with the Field Practicum Coordinator to discuss options and/or confirm agency selection.
9. The student notifies the agency in writing the decision to accept the practicum and includes contact information and starting date

** Students interested in study abroad must consider the sequence of required social work courses in developing their four-year plan of study. Study abroad is most consistent with the sequencing when it occurs in the spring semester of their junior year.*

Student Entry and Continuance in Field Placement

Students are admitted to SWK 461 Field Practicum I and SWK 481 Field Practicum II is based on the following criteria:

1. Accepted major
2. Senior standing
3. In compliance with the Program’s Admission, Advancement and Termination policy
4. Completion of SWK 345 Practice I-Social Work with Individuals and Families and SWK 346 Pre-Practicum with a grade of C or better
5. Completion of the Admission to Practicum Assessment. The faculty and student complete a Practicum Admission Assessment*(Appendix 1). This assessment highlights the student’s strengths and challenges as they prepare for practicum and to identify significant concerns regarding student participation in practicum prior to beginning field practicum. This assessment tool evaluates the student’s professional behavior in the classroom and the field. Any item with a score below a three requires a student generated action plan that must be approved by the Field Practicum Coordinator to address identified issue/s. The approved action plan may/must appear on the field practicum learning contracts. The assessment represents basic expectations for social work practicum. One of the full-time faculty completes the evaluation and provides comments for areas that need strengthening in the field experience

6. Written documentation from social work professors detailing any concerns about the student is considered in the admission process. Faculty consultations regarding matters that influence practicum admission are not considered confidential among the faculty

There are two options if a student is not admitted into practicum:

3. The student may be counseled out of the social work program
4. The student may be required to complete additional hours dependent on the issues and student needs of pre-practicum under the supervision of the Field Practicum Coordinator based on a plan for remediation of practice gaps, knowledge or skills

I. Advancement in Senior Practicum:

Students in the first semester of their senior practicum are required to achieve a grade of C to advance to the final semester. To graduate, students must receive a grade of B in their final practicum. When students do not meet these benchmarks the following remediation takes place:

1. The student may be counseled out of the social work program
2. The student may be required to complete additional hours or take a third practicum under the supervision of the Field Practicum Coordinator based on a written plan for remediation of practice gaps, knowledge or skills

Support for students in practicum

The field practicum coordinator instructs or supervises the instruction of students in field practicum seminar. The Field Practicum Coordinator makes a minimum of two site visits per year. Additional communication includes e-mail and telephone. If the student believes that the agency is not meeting their responsibilities as outlined in the Agency Agreement the student makes an appointment to discuss this with the Field Practicum Coordinator who will contact the agency on the student's behalf to remediate the situation.

Evaluating student learning and field setting effectiveness congruent with the program's competencies

Student Evaluation

a. Student Learning Contract

The learning contracts anchor the field practicum learning experience, detailing the assignments and experiences necessary for the student and the agency to meet the competency requirements and learning objectives. Instructions on developing the Field Practicum Learning Contract are found in the Forms and Instructions section of this manual. The learning contract is developed collaboratively with the student and the Agency Field Practicum Instructor to identify learning opportunities for the student to demonstrate their mastery of the competencies as assigned by the Social Work Program and CSWE. One copy of the typed, completed contract is submitted to the Field Practicum Coordinator at least three days prior to the Field Practicum Learning Contract Conference. The learning contract must be approved by the Field Practicum Coordinator.

b. Field Practicum Evaluations

The evaluation of the field practicum experience is a necessary, ongoing process, engaged in by both the student and the Field Practicum Supervisor and takes place in both informal verbal and formal written evaluations. Informal verbal evaluation takes place in weekly supervisory conferences and day-to-day contacts between the supervisor and the student. The written evaluation instruments are based on the EPAS competencies and practice behaviors and are administered in each practicum course at midterm and semester's end. Both practica incorporate the Field Practicum Learning Contract which the student and Agency Field Practicum Instructor completed during the first weeks of the placement and which have been

reviewed and accepted by the Field Practicum Coordinator. The final responsibility for grading lies with the Field Practicum Coordinator.

c. Student Midterm Evaluation

The midterm evaluation process takes place during the sixth week of the semester. The evaluation process has three major goals:

1. assess the progress of the student in the practicum placement
2. enable the student to engage in the self-assessment process that is vital to professional growth
3. make any adjustments to learning activities or outcomes

Based on the mutual assessment of the student's performance, the Field Practicum Supervisor completes the midterm evaluation form. The completed and signed form is then submitted to the Field Practicum Coordinator prior to the mid-semester grade report deadline. In the event that the student disagrees with the Field Practicum Supervisor's assessment, the student should submit an addendum to the evaluation form to the Field Practicum Coordinator.

d. Student Final Semester Evaluation

The evaluation process is based on the performance level of the competencies outlined for SWK 461 Field Practicum I and SWK 481 Field Practicum II respectively. The final evaluation occurs at the completion of the 220 hours per semester of the field practicum placement incorporating the Learning Contract. Specific instructions on the evaluation process are found on the Evaluation Form (see the Forms and Instructions section of this manual). It is the policy of the Social Work Program that the written evaluation report is read and discussed with the student each semester as a part of the supervisory experience. The student's signature on the evaluation form is required as evidence that the student has read it. In the event that the student disagrees with the Agency Field Practicum Supervisor's assessment, the student should submit an addendum to the evaluation form to the Field Practicum Coordinator.

e. Student Capstone Project

Seniors complete a Senior Colloquium/Poster Session to develop praxis at the micro, mezzo and macro levels of social work practice. Students are required to work with clients or the agency to define a problem, select and intervention, measure the intervention, and analyze the process and outcome while examining the context in which the issue or problem occurs. Each piece of this project is monitored and signed by the Field Practicum Supervisor. It is evaluated by the Social Work Program faculty and an outside evaluator with social work credentials. It is the responsibility of the students to discuss these assignments with their field practicum instructors and secure permission and all signatures appropriate to completing the assignments (a description of this project is listed under field practicum assignments on the website).

Qualifications and Expectations of Field Instructors

The Creighton University Social Work Program selects field instructors who:

1. Demonstrate the capacity to facilitate the student's integration of course knowledge and practice knowledge in an experiential setting;
2. Hold a CSWE-accredited baccalaureate or masters social work degree and have at least 2 years of direct practice experience in the field*;
3. Are well-respected as a professional social worker in the sited organization and the community;
4. Accept the values, roles, and functions of the professional social worker and are interested in helping the student learn these values, roles, and functions in the workplace;
5. Are invested in assisting students in learning and demonstrating mastery of the Program's intentionally designed Core Competencies in the context of the field placement through meaningful and enriching assignments and experiences;
6. Agree to support the student in seeking additional learning experiences that may be of interest to the student, including staff conferences, agency committee work, community event planning, and training opportunities;
7. Agree to monitor student performance and provide useful feedback, support, and guidance on a regular basis;

8. Are professionally committed to the student, will meet with the student at least one hour per week for supervision in the senior year and ½ hour per week in the junior year, and are present in the agency when the student is there; and
9. Perceive agency partnership with Creighton University's Social Work Program positively and view student development as a shared responsibility. Specifically, field instructors perceive themselves to be part of the program/agency team and are devoted to using the supervisory experience as an expression of the team involvement, are devoted not only to the student and to social work education, but also to enhancing the role of social work in the community, and are able to attend program/agency meetings and events throughout the year as a demonstration of that role.

In programs where a field instructor does not hold a CSWE-accredited baccalaureate or masters social work degree, the Social Work Program assumes the responsibility for reinforcing a social work perspective for the student. This is often achieved within the agency by the assignment of a professional social work mentor who holds a CSWE-accredited degree and agrees to provide additional supervision to the student. In other circumstances, the Field Practicum Coordinator, who must hold an MSW, can fill that role. Persons with the authority for making this decision are the Field Practicum Coordinator and/or the Program Director.

Essential to all field orientations is the reminder that students are in placement to learn by integrating social work theory, coursework and practice and that supervision of students is done in this context. Social workers who agree to supervise social work students in the field are taking on the responsibility of praxis and not to fill an agency position. Students are reminded that they are not moving into field practicum as professionals but as students being socialized into the culture of professional social work.

Student orientation to practicum

SWK 346 Pre-Practicum

The Field Practicum Coordinator schedules an orientation for the pre-practicum during the second week of the semester. The Field Practicum Coordinator meets with the students and the Agency supervisor for a tour, a discussion of expectations, evaluations and protocol allowing students to address questions.

SWK 461 Field Practicum I & SWK 481 Field Practicum II

Orientation for the senior practicum sequence begins in the spring semester with the students. This orientation focuses on selecting a practicum site and instruction on the expectations and evaluation protocol for this learning experience. Student's signatures are required to acknowledge their responsibility for the contents of the Field Practicum Manual.

Agency supervisor orientation to practicum

Each year the Field Practicum Coordinator hosts an orientation with the students and the Agency Field Practicum Instructor. All Agency Field Practicum Supervisors must attend per the Social Work Field Practicum Agency Agreement.

The Field Practicum Coordinator meets with the Agency Field Practicum Supervisor and the student at the agency for a minimum of two on-site visits per academic year. The first meeting is the Field Practicum Learning Contract Conference; the second meeting is scheduled during the later part of the semester. The second conference is initiated by the Field Practicum Coordinator and arranged by the student. Regular contact with the student is maintained by the Field Practicum Coordinator during the Field Practicum Seminars. The Field Practicum Coordinator maintains regular contact with the placement agencies by telephone and e-mail. Additional onsite visits are scheduled if required.

f. Policy for Field Placement in an Agency Where the Student is Employed

Because student learning is paramount, students are discouraged from completing field practicum where they are employed. Primary emphasis of the field practicum placement must be learning rather than paid employment. If a situation arises that necessitates practicum at an agency where the student is employed, this must be discussed with the Field Practicum Coordinator prior to a commitment to the placement and must meet the following criteria:

1. An on-site meeting with the field coordinator, the student, and field instructor that explicitly differentiates the duties of field education and employment.
2. The assignments must be new learning from their previous employee role and must be driven by the competencies set out in the learning contract.
3. The Field Practicum Coordinator and the agency must agree that the assignments given to a paid practicum student are consistent with the education objectives of the social work program, and that the assignments (client caseload, groups) show evidence of sound educational design and planned development of the student's skills. This may mean lighter caseloads, planned and varied assignments for educational purposes, and/or additional hours above the normal workweek to achieve the practicum requirements.
4. The field instructor must be different than the regular work-related supervisor.

g. Policy for Field Placement in an Agency Where the Agency Offers a Stipend

A student should never apply for a particular placement based on the offer of a stipend nor will placement approval by the Field Practicum Coordinator be based solely on the stipend available. If the student is offered a stipend for practicum, the student needs to realize that the agency has a vested interest in the placement beyond educating the student. Therefore, guidelines have been developed to protect the student's interest and the integrity of the practicum education.

1. An on-site meeting with the field coordinator, the student, and field instructor explicitly differentiates the duties of field education and employment.
2. The assignments must be new learning from their previous employee role and must be driven by the competencies set out in the learning contract.
3. The Field Practicum Coordinator and the agency must agree that the assignments given to a paid practicum student are consistent with the education objectives of the social work program, and that the assignments (client caseload, groups) show evidence of sound educational design and planned development of the student's skills. This may mean lighter caseloads, planned and varied assignments for educational purposes, and/or additional hours above the normal workweek to achieve the practicum requirements.
4. This does require a separate supervisor however; the relationship between the student learning needs and evaluation in relationship to the stipend must be addressed.

Social Work Student Awards

The Social Work Program honors two social work students: Social Work Student of the Year and Phi Alpha. The process for selecting the Social Work Student of the Year is by majority vote of the social work student body and full and adjunct faculty. Only accepted social work majors are allowed to vote and only one vote per student is counted. Each faculty member is given one vote as well. The criteria for the Social Work Student of the Year are: must be accepted major, well-rounded as a social worker, demonstrated service on campus and community (beyond practicum requirements), membership and regular attendance at SOS meetings, active participation in social work classes, demonstrated behaviors and values consistent with NASW Code of Ethics.

The Phi Alpha award is given to an undergraduate student after achieving the national social work honor society requirements: social work major, sophomore status, completed nine credit hours of required social work courses, achieved an overall grade point average in required major courses, and achieve a 3.25 grade point average in required major courses. The award is given to the social work student achieving the highest grade point average for the graduating class.

Student Organization of Social Workers (SOS)

Mission Statement

C.U.S.O.S. is a social work student organization designed to educate others as to the profession of social work. We see ourselves as committed to the dignity, worth and value of all human beings, regardless of social class, race, color, creed, gender, or age. Through our existence, we will uphold social work values and carry this awareness throughout the university and community.

The Creighton University Student Organization of Social Workers Constitution.

ARTICLE I – NAME

The name of this organization shall be the Creighton University Student Organization of Social Workers, hereafter referred to as the Organization.

ARTICLE II – PURPOSE

The purpose of this organization shall be: to promote and educate other students, the university, and the community about the Social Work profession and the values we hold. We seek to uphold the Jesuit tradition of the Ignatian spirit of being for others. Our purpose is to promote social justice for all people and individuals rights of self-determination. Our purpose is to uphold the value of confidentiality of others and the social work code of ethics. Our organization is committed to the dignity, worth and value of all human beings, regardless of social class, race, color, creed, gender, or age.

ARTICLE III – MEMBERSHIP

Section 1. Regular membership in this organization shall be open to any full-time or part-time Creighton University student, and particularly, all social work students who subscribe to the ideals of this organization, to the social work profession, and who pays his/her dues.

ARTICLE IV – OFFICERS

Section 1. Officers will include the following:

President

President Elect – may not be a senior social work major

Treasurer

Section 2. Officers of the organization shall be elected in the second or third week of February every year by a majority vote of a quorum of the organization. This is in Article V, Section 2.

Section 3. Officers shall take office at the beginning of Spring semester every year and shall serve for a period of one year (if possible). The term of the president will run from April to December 31. On January 1 the President Elect will begin their term as President.

Section 4. Officers shall not be on academic or disciplinary probation at the time of their elections and throughout their terms of office.

Section 7. Duties of Officers.

- A. The President is responsible for conducting organizational business, presides over all meetings and coordinates information with other officers
 - a. The officer responsible for conducting meetings must be named by title.
 - b. Writing an annual report, posting it on the departmental website and placing a hard copy in the SOS folder kept in the office.
 - c. Provides oversight for all the events.
 - d. Notifies all social work students and members of the meeting dates, events and pertinent issues.
 - e. Calls for additional committees when necessary.
 - f. Appoints two (no more than one senior) to serve on the Faculty, Community, Student Committee.
- B. The President Elect works very close with the President in duties above and:
 - a. The takes minutes of all organizational meetings and sends copies to all social work majors via the departmental list serve.
 - b. Places minutes of meetings in the SOS notebook kept in the department office.
- C. The Treasurer collects all membership dues and other funds and distributes monies as needed for the organization to function. Checks must be co-signed by the Treasurer and either the President or the President Elect.

ARTICLE V – MEETINGS

Section 1. A regularly scheduled general meeting shall be held at least once a semester during the school year. Additional meetings may be called by the officers when a need arises.

Section 2. A quorum shall consist of 30% of regular members.

Section 3. A quorum shall be present in order for any official business to be conducted. Official business shall include election of officers, setting of dues, and any major decisions affecting the organization.

ARTICLE VI – COMMITTEES

The officers of the organization shall have the authority to create any standing or special committees that will further the purpose of the organization.

ARTICLE VII – FINANCES

Dues shall be determined by the officers of the organization and subject to the approval of a majority vote at a meeting of the organization. Dues of \$10.00 per year is required for membership.

ARTICLE VIII- EVENTS

To fulfill the mission of the organization the following events, held annually, are required but not limited to:

A fall luncheon meeting with a speaker on an issue important to the Student Organization of Social Workers. This event is held for all social work majors.

One social event to include all SOS members, social work majors, and invited guests.

One service project (to include adopt a family at Christmas, serve a meal, a workday at Habitat) whatever the organization believes meets the mission of the organization.

One contribution to the Faith Celebration sponsored by the Social Work Program (may include purchasing balloons, ribbons, readings or songs).

ARTICLE IX – AMENDMENTS

Section 1. All amendments to this constitution require previous notice of one semester prior to being discussed and voted upon.

Section 2. All amendments require a two-thirds vote of a quorum for adoption.

Section 3. Amendments become effective only after approval by the elected officers.

Admission, Advancement & Termination Policies

The mission of social work education is to prepare students for professional generalist social work practice. Students accepted into the program meet the established academic criteria and demonstrate aptitude and behaviors necessary to meet the standards established by the Council on Social Work Education and the National Association of Social Workers Code of Ethics. The Social Work Program is invested in and responsible for this educational process by its admission, advancement, and termination policies and procedures. Students are accepted as social work majors by the College of Arts and Science but students **MUST apply and be formally admitted into the Social Work Program by meeting the program's specific criteria listed below.** Students must meet the criteria described below to advance into the field practicum sequence and to remain in the program as well.

I. Admission into the Social Work Program

Admission Policies and Procedures

The University Bulletin-Undergraduate Issue (2010-2011) describes the general criteria for admission. Creighton admits qualified students without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or veteran status. Its education policies, scholarship and loan programs,

and other programs and activities, are administered without unlawful discrimination. It is also the policy of the University to make all programs and services available to individuals with disabilities.

Criteria for admission into the social work major are as follows

1. Cumulative grade point average of 2.5
2. Completion of Application for Major form
3. Completion of the formal application process to the Social Work Program. This includes the application form and three letters of reference.
4. Completion of an interview with the Social Work faculty.
5. Satisfactory completion of the following Social Work requirements:
 - a. Psychology 111 Introductory Psychology
 - b. Sociology 101 Introduction to Sociology: Self and Society
 - c. Social Work 261 Introduction to Social Welfare
6. The student is required to complete the Admission into the Social Work Program Assessment form before the faculty interview. Categories in the self-evaluation include; Oral and Written Communication Skills, Work habits/Commitment to Excellence, Quality of Work, Quality of Interactions and Participation, Critical Thinking Skills, Collegiality, Initiative, Respect for Others, Response to Constructive Feedback, Ability to Handle Stress and manage Workload, and Commitment to Diversity and Equality.

The Admission into the Social Work Program Assessment form contains a statement declaring that the prospective has read and understands the contents of the Student Handbook. Students are required to sign stipulating their understanding in said document.

7. Faculty from the Social Work program completes the Admission into the Social Work Program Assessment tool and conducts a personal interview with the student.
8. If academic challenges exist, concerns emerge from the interview and/or admission assessment

There are two options if a student is not admitted into program:

1. The student may be referred for advisement to another major.
2. The student may be required to assist in the design of a remedial plan approved by the Program Director.

Note: Course credit is not given for life experience or previous work experience.

The Social Work program requires a cumulative GPA of 2.5 or better for admission. While this GPA requirement is stricter than the requirement for majoring (GPA of 2.0) in most departments at

Creighton University, the professional role assumed by the graduate requires greater academic proficiency. This academic proficiency is necessary to integrate classroom materials, field placement experiences and social work professional values and ethics necessary for beginning generalist social work practice.

A student who does not meet the academic requirements may petition the Program Director requesting an exception to the requirement after discussion with his/her advisor. Student performance in Introduction to Social Welfare (SWK 261), and Human Behavior and Social Environment (SWK 275) in their course study to this point, along with the recommendation of the advisor, will be taken into consideration in these instances. The Program Director convenes the entire faculty (full and adjunct) to discuss and decide on the student's petition.

Students wishing to transfer and receive credit for courses from other accredited social work programs must produce course syllabi. The Program Director decides if the content is consistent with curriculum of the Social Work Program. Under no circumstances will Practicum and Practicum courses be accepted as transfer credits. Also, transfer credits are decided on a case-by-case basis and only courses from accredited social work programs are considered.

Students are notified of the admissions decision by an official letter from the Director of the Social Work Program. Students who are not accepted, or are accepted conditionally, are requested to schedule an appointment with the Program Director to discuss their situation. Students who are not accepted may appeal the decision by initiating the appeal process as outlined in the **Creighton University Student Handbook**.

II. Advancement – Academic and Field Practicum Performance

Having been admitted into the Social Work program, the Social Work student must maintain a certain level of performance in order to advance through and complete the program. Advancement is implemented to assure that students proceed through the program with the knowledge, values and skills necessary for an undergraduate generalist practice. Students must maintain a satisfactory level of performance meeting or exceeding the following criteria:

A. Academic Performance - Policies and Procedures

1. The Creighton University grading system is a 4.0 system with final grades assigned at seven levels: A=4.0, B+=3.5, B=3.0, C+=2.5, C=2.0, D=1.0, and F=0.0. Criteria for evaluating a student's academic performance and assigning a grade is spelled out in the course syllabus.
2. The Social Work Program adheres to its own formal grading policy. A student's academic performance is described in the course syllabus as follows:

A	Outstanding performance
B+	High Level of performance
B	Noteworthy level of performance
C+	Performance beyond basic requirements
C	Satisfactory performance
D	Inferior Performance
F	Failure

3. It is University policy that a student must maintain at least a 2.0 G.P.A. to remain in good standing. Within the program students must maintain a 2.5 G.P.A. in the major courses (including pre and co-requisite coursework). Failure to maintain a 2.5 G.P.A. in the major and/or receiving less than a "C" in a required Social Work course places the student on probation. If the cause for probationary status is not resolved in one academic year, the student will be dropped from the major. Students may reapply at a future date if the cause(s) for being dropped are resolved.

B. Advancement into the Field Practicum Sequence

Students are admitted to Field Practicum 1 (SWK 460-461) and Field Practicum 2 (SWK 480-481) based on the following criteria:

- Accepted major.
- Senior standing.
- In compliance with the Program's Admission, Advancement and Termination policy.
- Completion of SWK 345 Practice I Social Work with Individuals & Families and SWK 346 Pre-practicum with a grade of C+ or better.
- Completion of the Admission to Practicum Assessment.
- The faculty and student complete the Practicum Admission Assessment*(Appendix 1).

**This assessment highlights the student's strengths and challenges as they prepare for practicum and to identify significant concerns regarding student participation in practicum prior to beginning field practicum. This assessment tool evaluates the student's professional behavior in the classroom and the field. Any item with a score below a three requires a student generated action plan that must be approved by the Field Practicum Coordinator to address identified issue/s. The approved action plan may/must appear on the field practicum learning contracts. The assessment represents basic expectations for social work practicum. A full-time faculty completes the evaluation and provides comments for areas that need strengthening in the field experience.*

- Students must read and acknowledge via signature that they have read the Field Practicum Manual where expectations and criteria for evaluation and advancement of students in practicum are fully explained.
- Written documentation from social work professors detailing any concerns about the student is considered in the admission process. Faculty consultations regarding matters that influence practicum admission are not considered confidential among the faculty.

C. Advancement in the Practice Courses

Students must maintain a C in the practice courses: SWK 345 Practice I Social Work with Individuals & Families; SWK 351 Economics, Policy & Social Welfare; SWK 359 Practice II Social Work with Groups, SWK 435 Advocacy, Oppression, Injustice & Ethical Decision-making; SWK 460 Field Seminar I and SWK 480 Field Seminar II.

**Students must maintain the following grades in:
SWK 346 Pre-practicum (C or better); SWK 461 Field Practicum I (C+) and SWK 481 Field Practicum II (B).**

If a student drops below a C in a practice a practice course-

the matter is dealt with on a case-by-case basis and may include:

A plan of remediation to address practice gaps, in knowledge and/or skills; and may include additional hours of practicum under the supervision of the Field Practicum Coordinator.

III. Termination from the Program: Policies and Procedures

A. College of Arts and Sciences Policies and Procedures

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center. Students are expected to engage in and demonstrate honesty and integrity in all aspects of the program including academic performance and professional behavior.

1. Academic Misconduct

“Academic or academic-related misconduct” as defined by **Creighton University Student Handbook** (2010-2012) includes, but is not limited to,

(a) Unauthorized collaboration or use of external information during examinations.

(b) Plagiarizing or representing another’s ideas as one’s own.

(c) Furnishing false academic information to the University.

(d) Falsely obtaining, distributing, using, or receiving test materials.

(e) Falsifying academic records.

(f) Falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process.

(g) Misusing academic resources.

(h) Defacing or tampering with library materials.

(i) Obtaining or gaining unauthorized access to examinations or academic research materials.

(j) Soliciting or offering unauthorized academic information or materials. (k) Improperly altering or inducing another to improperly alter any academic record.

(l) Engaging in any conduct which is intended or reasonably likely to confer upon one’s self or another unfair advantage or benefit respecting an academic matter.

Further information regarding academic or academic-related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the Creighton University Handbook for Students. However, students are advised that expulsion from the University is one of the sanctions which may be imposed for academic or academic-related misconduct.

Students receive a written copy of the College of Arts & Sciences policy on plagiarism in every social work syllabus.

2. Academic Misconduct- Policies and Procedures for Grievance

The school or college, in which the student is enrolled, in accordance with the procedures of the school or college of enrollment, handles matters of academic misconduct. However, school or college of enrollment procedures relating to academic and academic-related misconduct disciplinary matters shall conform to the provisions of this Handbook pertaining to such matters. Academic disciplinary procedures differ from school to school. If the school or college of enrollment imposes a serious penalty (i.e., expulsion from the University, suspension or a request for withdrawal), the student shall have the right to appeal to the University President, subject to the provisions outlined below.

With the consent of the Dean, College of Arts & Sciences, and the student, matters of academic and academic-related misconduct **may be resolved informally and without right of appeal**. Such informal resolution shall be reached by the accused student and a University administrator or faculty member designated by the Dean. Pending resolution of the matter and any permitted appeal regarding the matter, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property.

Sanctions or penalties established by the school or college of enrollment may include but are not limited to reprimand, repetition of an examination or assignment under a different format, reduction of grade for an assignment, examination or course (including assignment of a failing grade, and/or suspension or expulsion from a course), and probation. Serious penalties are expulsion from the University, suspension, and a request for withdrawal.

In academic or academic-related misconduct disciplinary cases, the following provisions shall govern appeals:

- An appeal shall be allowed from a decision of the Dean of the school or college of enrollment only if the Dean imposes a serious penalty (**i.e., expulsion from the University, suspension, or a request for withdrawal**).
- In such cases, the affected student has the right to appeal to the University President; however, if the standards applicable to the accreditation of the school or college of enrollment require that the school or college have final authority for academic or academic related disciplinary matters, then an appeal to the University President regarding any such matter shall be heard only at the discretion of the University President.
- Both the "Intent to Appeal" form, available from the Dean and written appeal shall be delivered by the student to the office of the University President. The student shall also deliver copies thereof to the office of the Dean of the school or college of enrollment.
- In all other respects, such appeals shall be governed by the provisions, time limitations, grounds for appeal, and other conditions, limitations and procedures stated in the "Appeal Process", "Grounds for Appeal", and "Sanctions" sections under "Non-Academic Disciplinary Procedures."

B. Social Work Program Termination Policies and Procedures

The above section summarizes the policies and procedures related to academic and professional performance within the university that applies to the Social Work Program as well as the policies and procedures related to grievance. What follows are the policies and procedures describing the termination of student's enrollment in the Social Work Program for reasons of academic and professional performance. These policies also are in the Student Handbook and Practicum Manual.

A significant part of the social work profession is conducting oneself as a professional. Therefore the Social Work Program adheres to and expects that students entering and advancing through the program will abide by the following policies of professional behavior

and conduct. Students who violate these policies are subject to review for termination for non-academic reasons.

The program uses the NASW Code of Ethics as a policy to determine whether students should be terminated from the program for non-academic reasons. Each code is clearly described as to the nature and scope of behavior that is acceptable and encouraged for social workers in these instances including the student capacity.

1. The NASW Code of Ethics

a) **Social Worker's Conduct and Compartment as a Social Worker**

Propriety--The social worker should maintain high standards of personal conduct in the capacity or identity as a social worker.

Competence and Professional Development--The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.

Service--The social worker should regard as primary the service obligation of the social work profession.

Integrity--The social worker should act in accordance with the highest standards of professional integrity and impartiality.

Scholarship and Research--The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

b) **The Social Worker's Ethical Responsibility to Clients**

Primacy of Clients' Interests--The social worker's primary responsibility is to client.

Rights and Prerogatives of Clients--The social worker should make every effort to foster maximum self-determination on the part of clients.

Confidentiality and Privacy--The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

Fees--When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.

c) **The Social Worker's Ethical Responsibility to Colleagues**

Respect, Fairness, and Courtesy--The social worker should treat colleagues with respect, courtesy, fairness, and good faith.

Dealing with Colleagues' Clients--The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

d) **The Social Worker's Ethical Responsibility to Employers and Employing Organizations**

Commitments to Employing Organization--The social worker should adhere to commitments made to the employing organization.

- e) **The Social Worker's Ethical Responsibility to the Social Work Profession**
Maintaining the Integrity of the Profession--The social worker should uphold and advance the values, ethics, knowledge and mission of the profession.

Community Service--The social worker should assist the profession in making social services available to the general public.

Development of Knowledge--The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

- f) **The Social Worker's Ethical Responsibility to Society**
Promoting the General Welfare--The social worker should promote the general welfare of society.

2. Procedures for Termination for Non-academic/professional performance

a. If a faculty member (full and/or part-time) or any social work program constituency has a concern about a student's professional or ethical conduct or action (using the non-academic reasons for termination policies), they must write to the Program Director describing the concern.

b. The Director contacts the student and the student's advisor in writing listing the concerns of the faculty member.

The Director convenes the faculty (full & adjunct) of the program along with two social work community practitioners to decide and act on the concern. The decision reached may be appealed through the process in the University Student Handbook.

Specific behaviors relating to the NASW Code of Ethics. Violations of NASW Code of Ethics as evidenced by the following specific behaviors but not limited to:

- ~ Untreated, and/or uncontrolled; mental illness
- ~ Sexual relationships with clients
- ~ Repeated violation of the boundaries of professional relationship
- ~ Violation of the client's confidentiality and privacy
- ~ Repeated disrespect for diversity of clients
- ~ Repeated failure to complete assignments including learning contract
- ~ Repeated tardiness and absenteeism in the practicum
- ~ Unwillingness to consider alternative viewpoints when problem-solving
- ~ Improper use of client's finances
- ~ Failure to excuse or disqualify yourself in dual relationships
- ~ Repeated violation of agency policy and regulations
- ~ Irresponsible use of agency resources

- ~ Convicted of a felony while in the social work program
- ~ Behaviors indicative of chemical dependency

3. Termination Policy and Procedures—Appeal procedures

If a student falls below a satisfactory level of performance in their overall GPA and in the Social Work major including field practicum and/or has violated the criteria for termination for non-academic reasons, the student must be reviewed by the Social Work Program (see above for minimum academic performance levels and termination for non-academic reasons criteria). The Director notifies the student's advisor for discussion and consultation with the student. If remediation is planned, a document regarding all activities signed by all parties is required in order to alleviate the problem and raise academic performance to a satisfactory level or rectification of the non-academic problem. This document must be signed by the student, advisor and other involved party(ies). If the student does not achieve satisfactory academic performance levels of remediation of the non-academic issue by the end of the next semester (including summer school), they are terminated from the Social Work Program.

Termination from major status in the Social Work Program may be appealed to the Program Director. The Director then appoints and convenes a committee of two (full or adjunct) faculty, one community practitioner who are acceptable to the petitioner, to review and act upon the appeal. The decision of this committee is binding.

Student Advisement

Ratio Studiorum

In the freshman year, all student advisement is centered in the Ratio Studiorum Program (RSP) sponsored by the College of Arts & Sciences. All incoming freshmen are advised by College of Arts & Sciences faculty in the Ratio Studiorum Program. Procedurally, each new student is assigned an advisor who, with the aid of one upper-class student (Decurion). The following is a verbatim description of the RSP program in which students complete two courses:

RSP 100: An Introduction to the Culture of Collegiate Life

You will be introduced to Creighton University's Ratio Studiorum or Plan of Study in this one-credit, letter-graded course. Led by a Faculty Preceptor and Decurion, the course will cover such topics as the Ratio Studiorum at Creighton, the value of a liberal arts education, academic and student integrity, obstacles to learning, and learning strategies. You will read and discuss a book selected by the Faculty Preceptor that addresses self-exploration and self-discovery.

- The Faculty Preceptor will teach the RSP 100 course and will also serve as the first-year student's academic advisor. This is in keeping with the original Ratio's intention to provide a principal person in a student's educational formation. A hallmark of Jesuit education is the *cura personalis* that the student will experience through this relationship.
- A Decurion is a peer academic leader, nominated by a Faculty Preceptor, who provides opportunities for meaningful personal connections in the university setting and expands the awareness of effective

study strategies. Together with the Faculty Preceptor, the Decurion will help students achieve the academic results that they desire.

- A Beadle is an appointed leader-intern serving as assistant to the Preceptor and Decurion in the RSP 100 course.

RSP 200: Discernment and Decision

RSP 200 provides the student beyond the first year with ongoing advisement and a series of discernment activities and events designed to help him or her decide on a full Plan of Study. This will include the academic core and major/minor exploration.

- RSP 200 starts with self-selection of a Pre-Major Advisor made in consultation with the Faculty Preceptor during the registration process for third semester courses. There are approximately 26 Pre-Major Advisors from which to choose through the Registrar's online registration system.
- Pre-Major Advisors are Creighton University administrators or counselors that are committed to RSP 200. Visit www2.creighton.edu/ratiostudiorum/rsp200/ to research your options for Pre-Major Advisors.
- In addition to pre-major advising, RSP 200 offers a series of discernment activities leading to a choice of the academic major/minor. This includes the administration of and activities related to The Gallup Organization's StrengthsQuest assessment, known as StrengthsFinder, that reveals a student's five greatest areas of talent. For a description of the discernment events and activities visit <http://www2.creighton.edu/ratiostudiorum/rsp200/>.
- The Pre-Major Advisor will continue to work with the CCAS student until the student decides on a major program of study. Upon acceptance into the major, your primary advisor will be a faculty member from the department in which the major is offered.

Once a student declares a major the host discipline/program advises the major. In the Social Work Program, the student is advised by a full time faculty member until their graduation. Both full time Social Work faculty members have a complement of students to advise. It is important to note that the Social Work Program believes that student advisement is essential to the success of student performance and the development of professional social work practitioners. In addition to curricular and academic advisement, the faculty believes that assisting and supporting students is fundamental to the discipline and to the achievement of the Council on Social Work Education Standard EP 3.0 Explicit Curriculum.

Systematically, the Social Work Program assigns admitted social work majors rotating both full time faculty members. However, students are informed about the program policy that students are free to select a faculty advisor and indicate that upon first advisor/student meeting.

During the first semester of the freshman year, faculty preceptors meet with seminar students as a group once a week. After mid-term grades are posted the students meet again with their advisor to discuss their academic progress. Freshmen are also required to meet near the end of each semester to plan their courses for the next semester and pre-register.

Major Advising—Social Work

Once a student has been accepted into the Social Work Program, he/she is assigned a major advisor by the

Director. Social work majors must be advised by social work faculty. The student may, however, request another advisor or a change of advisors and such requests are honored. Students are informed of the latter policy.

Social work advisors meet with the new advisee and familiarize the student with program requirements and expectations. Course sequencing for the program is discussed at this session along with the student's . After mid-term grades are issued the student must make an appointment with her/his major advisor to discuss academic progress and to plan their academic program for the next semester. Students who are experiencing academic difficulties are reported to the Universities' Office of Retention for follow-up and possible remediation if needed. Regular advising hours are posted by all academic advisors and students are encouraged, and sometimes requested, to meet with their advisor on a more regular basis.

Individual conferences between social work students and advisors are designed to both assess the students academic progress as well as their aptitude for social work careers. These conferences are important in planning support courses and sequencing the courses in the program. Academic success is most often predicted on the student's motivation and aptitude for social work; this attention to these traits is an important component of the advising process.

Further, the social work students are advised regarding after graduation planning and job searches. Faculty are readily available to provide references for students applying to graduate school and/or finding employment.

Withdrawal from the University

A student wishing to formally withdraw in good standing from the university must do so in writing or in person. Permission to withdraw from the University is granted by the Dean of the College of Arts and Sciences for social work students. The student must complete a withdrawal card and obtain the necessary university clearances.

Students who do not complete final examinations before the end of the sessions enrolled in forfeit course credit. A AW is given to students who formally withdraw from the university with permission from the Dean of the College of Arts and Sciences. A AWF (failure because of unauthorized withdrawal) is given to students who do not obtain permission to withdraw from the Dean of the College of Arts and Sciences.

Student Records

Student records policy is prescribed by the University and the Department of Social Work adheres to the policies and procedures governed by these policies and procedures. Policy about student directory information, student record confidentiality, release of personally identifiable records, students rights to access and copies of educational records, students rights and access discipline records, and the students right to challenge information contained in education records can be found in the Creighton University Student Handbook. It is the policy of the Department of Social Work to maintain confidentiality of all student records.

The Department of Social Work, in keeping with the Family Educational Rights and Privacy Act of 1974", retains confidential records for each social work major. Students have the right to file a complaint with the Department of Education if violations of the Act are found.

In the event that a social work student requests a personal reference or employment recommendation, the Social Work Program student records will be used to complete the reference.

Students have the right to review and challenge the information contained in their educational records (See the Creighton University Student Handbook for complete details).

Council on Social Work Education

The Social Work Program is accredited by the Council on Social Work Education and as such adheres to the Educational Policy and Accreditation Standards (2008). The standards for accreditation are:

Educational Policy and Accreditation Standards Copyright © 2008, Council on Social Work Education, Inc. All rights reserved.

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

Standards

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

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

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships,

integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

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

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

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

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

These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*.

Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

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

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own

professional conduct and growth. Social workers

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decisionmaking. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global

interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.

Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

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

Educational Policy M2.2—Advanced Practice

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

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession

socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

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

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

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

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

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

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

competencies.

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

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

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the

necessary autonomy to achieve the program's mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

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3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.4.5(d) The program provides documentation that the field director has a fulltime appointment to the social work program.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

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3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of

each competency for at least one academic year prior to the submission of the self-study.