

# **Nebraska Wesleyan University Social Work Program**

## **Student Handbook**



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## Introduction

Welcome to the Social Work Program at Nebraska Wesleyan University! The program is designed to teach you the knowledge, skills and values that will effectively empower you to be a professional generalist social worker and continue your training at the graduate level. A graduate of the Social Work Program at Nebraska Wesleyan University will have numerous career opportunities in working with individuals, families, groups, and/or communities. Graduates have opportunities for employment in many different public and private agencies including, but not limited to:

- Child welfare (abuse & neglect) agencies
- Aging services
- Nursing homes
- Hospitals
- Hospices
- Home care agencies
- Substance abuse programs
- Mental health services
- Developmental disabilities services
- Vocational rehabilitation services
- Public health agencies
- Community advocacy/action agencies
- Family service agencies
- Residential treatment programs
- Child & adult day centers
- Domestic violence programs
- Homeless shelters
- Criminal justice agencies
- Schools
- Income maintenance programs
- Legal services agencies
- Juvenile services agencies
- Prevention programs

Many of our graduates pursue further graduate education in social work. A social work degree is also excellent preparation for law school.

## **Brief History of the Social Work Program**

Social work courses were first offered at Nebraska Wesleyan University in 1973. In 1978, a formalized agreement between Nebraska Wesleyan University and Union College led to the merger of two independent social work programs into one collaborative whole. At the time both institutions benefited from the added strength of sharing resources. Having only one social work faculty at each campus had limitations. With two faculty members available, course offerings expanded for students in addition to more library and technology resources, and the development of a slightly larger cohort of students. It was also felt that both institutions had the similarities of being small, church-related, private, and liberal arts focused. In 1982 the Social Work Program was accredited by the Council on Social Work Education (CSWE) as a collaborative program between Nebraska Wesleyan University and Union College.

In 2001, after much collaboration and discussion, the decision was made that both Nebraska Wesleyan University and Union College would pursue their own separate accreditations with CSWE as stand-alone programs. Nebraska Wesleyan made the commitment to expand the program and hired an additional social work faculty person giving the institution its own Program Director and Field Director. Preparations began immediately for CSWE self-study and an initial accreditation visit as a stand alone program from CSWE took place in April 2004. This resulted in the Social Work Program at Nebraska Wesleyan University successfully receiving full accreditation from CSWE in October 2004. The program was assessed for re-affirmation (re-accreditation) by CSWE in the spring of 2008 and received notification in October 2008 of full re-accreditation for the next eight years. In the fall of 2010 the Social Work Program is beginning an accelerated, evening program for non-traditional students through the Wesleyan Advantage program.

## Brief History of the Social Work Profession

The history of the social work profession is varied and rich. Significant historical events took place throughout the centuries which contributed to increased sensitivity to the poor and the oppressed which is the historical foundation of social work practice. Such events include:

*The English "Elizabethan Poor Laws" of 1601.* These laws were an attempt to recognize legitimate reasons for poverty and lack of work. Local parishes were required to provide work for the poor and establish houses of correction for "rogues and idlers". When parishes could not provide proper relief, counties were required to assume responsibility for welfare. In effect, then, the government became the chief enforcer of poor relief. For the first time, care for the poor became a secular, not a church, function.

*The Industrial Revolution.* Increase in technology brought a concomitant displacement of workers from an agrarian-based economy to an industrial, urban-based economy. Family life changed and workers were at the mercy of the whims of economic markets. The expansion of industrialization led to an emergent middle class, but also to despicable working conditions and abuses of individual workers including children. These changing societal conditions led to the emergence of the modern, social welfare system.

*The Late 1800 Immigration Movement.* The poverty and squalor haunting many immigrant families sparked the development of the Charity Organization Society (COS). This society resulted from an attempt by churches to address the needs of the poor. Specifically, the COS was set up as a rational, objective system of poor relief which emphasized investigation of individual cases and coordination of services with other agencies.

Within twenty years, virtually every large city in America had a COS. Early COS workers were called "friendly visitors". Their role was to investigate appeals for assistance, distinguish between the worthy and unworthy poor, and above all to provide the needy with the proper amount of moral exhortation. These "friendly visitors" were the forerunners of today's social workers, and their methods, record keeping and counseling anticipated today's social casework.

*Establishment of Settlement Houses.* The first settlement house, Toynbee Hall, was established in 1886 in London. Stanton Coit, who had resided in Toynbee Hall, opened America's first settlement house, The Neighborhood Guild in New York. By 1889, Jane Addams and Ellen Gates Starr opened Hull House in Chicago. It became one of the most influential in the United States. The settlement movement spread quickly and houses were developed in most of the larger British and American cities. Eventually, more than 400 houses were established. Their residents were involved in social advocacy, group work and community development.

All of these movements focused attention on the need for trained social workers. The first school for social workers was established in 1898 in New York City. The New York School of Philanthropy (later to become the Columbia University School of Social Work) grew out of a series of summer workshops and training programs for volunteers and friendly visitors and offered a one year educational program. An early social work educator, Mary Richmond, published *Friendly Visits Among the Poor*. In 1917, Ms. Richmond published *Social Diagnosis*, a text that presented for the first time a theory and methodology for social work.

In 1917, the first organization for social workers was established. The National Social Workers Exchange existed primarily to process applicants for social work jobs. Later the group became the American Association of Social Workers (AASW).

The following, listed chronologically, are some key events in the history of the social work profession:

- 1843 Dorothea Dix begins her campaign for state sponsorship of special institutions for the mentally ill.
- 1877 The first Charity Organization Society in the United States is established in Buffalo, New York.
- 1886 The first Settlement House in the United States is organized in New York City.
- 1889 Jane Addams and Ellen Gates Starr establish Hull House (the most famous Settlement House) in Chicago providing many educational opportunities and social services for the poor and immigrant populations.
- 1897 Mary Richmond calls for the creation of training schools in charitable work.
- 1898 Education for social work is initiated with a summer training course given by the Charity Organization Society of New York at Columbia University.
- 1904 The above summer course develops into a one-year program within the New York School of Philanthropy at Columbia.
- 1905 The first social service department in a hospital is organized at Massachusetts General Hospital in Boston where Ida Cannon serves as the first medical social worker.
- 1910 Jane Addams publishes *Twenty Years at Hull House*.
- 1912 Children's Bureau is established by President Taft to protect children from early employment, dangerous occupations, and diseases. The first 15 social workers ever employed by the federal government are hired to staff it.
- 1917 Mary Richmond publishes the first social work textbook, *Social Diagnosis*.
- 1918 The American Association of Hospital Social Workers is formed as the first specialty within the new field of Social Work.

- Smith College, Northampton, Massachusetts, establishes the first training program for psychiatric social workers.
- 1919 The 17 schools of social work that existed in the U.S. and Canada form the Association of Training Schools for Professional Social Work to develop uniform standards of training and professional education. This group later becomes the current Council on Social Work Education (CSWE).
- 1920 Native Nebraskan Grace Abbott is named head of the Children's Bureau.
- Atlanta School of Social Work is established to train African American social workers.
- Bryn Mawr College awards the first doctoral degree in Social Work.
- 1921 The American Association of Social Workers is established.
- 1933 President Roosevelt initiates the Social Security Act with the aid of social worker Harry Hopkins. The modern institutionalized social welfare state is created in America.
- 1934 The Aid to Dependent Children's program is adopted which Grace Abbott assisted in drafting.
- 1936 Social worker Jane Hoey is named to head the federal Bureau of Public Assistance.
- 1943 Social agencies begin charging modest fees for clients who could afford them.
- 1945 World War II ends. On October 24<sup>th</sup>, the United Nations establishes many agencies for dealing with world social welfare problems.
- 1946 The National Mental Health Act is passed, establishing the National Institute of Mental Health.
- 1950 The first licensing for independent social work practice goes into effect in San Diego, CA.
- 1951 The Council on Social Work Education (CSWE) is formed through a merger of the American Association of Schools of Social Work (AASSW) and the National Association of Schools of Social Administration (NASSA). CSWE is soon granted the authority to accredit graduate (Master of Social Work) schools of social work.
- 1955 The National Association of Social Workers (NASW) is created by uniting several smaller specialized social work associations.
- 1962 CSWE recognizes community organization as a legitimate specialization for social work education.
- 1963 President Kennedy signs the Community Mental Health Centers Act into law.
- 1965 President Lyndon Johnson launches the Great Society programs. Legislation in the Economic Opportunity Act and the Civil Rights Act of 1964 results in

programs including the Job Corps, Operation Head Start, VISTA, Neighborhood Youth Corps, and Community Action programs. Federal funding is used to train thousands of social workers and ends social work personnel shortages.

- 1969 Membership in the National Association of Social Workers (NASW), once restricted to M.S.W. degreed people, is opened to social workers with qualified bachelor's degrees.
- 1970 NASW grants full membership to baccalaureate social workers graduating from CSWE-approved undergraduate programs.
- 1974 CSWE approves accreditation of undergraduate programs in social work.
- CETA – Comprehensive Employment and Training Act is established to provide job opportunities and education for disadvantaged people.
- 1975 The Education for all Handicapped Children Act of 1975 (P.L. 94-142) becomes law and requires that the nation's public schools provide equal educational opportunities for handicapped and learning-disabled students.
- 1976 The Group for the Advancement of Doctoral Education in Social Work is formed.
- 1982 CSWE establishes Task Force on Gay/Lesbian issues.
- 1983 The National Association of Social Workers establishes the National Peer Review Advisory Committee and trains social workers to evaluate the work of other social workers to promote accountability and to meet quality control requirements of government and third-party funding organizations.
- 1994 The Person-In-Environment System is published by the NASW to enable social workers to classify and code problems of psycho-social, health, and environmental functioning.
- 1995 The U.S. National Voter Registration Act goes into effect, giving U.S. citizens easier access to registering to vote while applying for government services.
- 1996 NASW Delegate Assembly adopts new Code of Ethics, the first major revision since 1979.

Excerpts and information taken from the following:

Barker, R. (2003). *The social work dictionary*. Washington, DC: NASW Press

Day, P.J. (2006). *A new history of social welfare*. Boston: Allyn & Bacon.

Farley, O.W., Smith, L.L. & Boyle, S.W. (2003). *Introduction to social work*. Boston: Allyn & Bacon.

Pople, P.R. & Leighninger, L. (2002). *Social work, social welfare & American society*. Boston: Allyn & Bacon.

Van Wormer, K. (1997). *Social welfare: A world view*. Chicago: Nelson Hall.

## **Non-Discrimination Statement**

The Social Work Program operates under the nondiscrimination policies of Nebraska Wesleyan University:

“Nebraska Wesleyan University provides equal opportunity to all qualified persons in all areas of university operation, including education, and decisions regarding faculty appointment, promotion or tenure, without regard to race, religion, age, sex, creed, color, disability, marital status, national or ethnic origin, or sexual orientation.”

Nebraska Wesleyan University catalog, p.6, 2009-2011

# Social Work Program Mission, Goals, and Objectives

## Program Mission Statement

To prepare students for entry into generalist social work practice with a commitment to promoting social justice and enhancing human well-being for individuals, families, groups, organizations, and communities.

### Goal One

The Social Work Program will provide KNOWLEDGE from the social and biological sciences and the profession of social work that will give students an understanding of individuals, families, groups, organizations, and communities; how they change, how they impact each other, and how they can work together to achieve their respective goals.

**Objectives** – students will be able to:

1. Articulate the history of the social work profession and its current structures and issues.
2. Apply knowledge of bio-psycho-social variables that affect individual development and behavior across the life span, and use theoretical frameworks to understand the changes and interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities).
3. Analyze the impact of social policies on client systems, workers, and agencies from state, federal, and international perspectives.

### Goal Two

The Social Work Program will teach and foster core social work VALUES of individual human worth, dignity, the uniqueness of all persons, the right of self determination, commitment to creating more humane and just institutions, right to equal access to resources, commitment to the poor and disenfranchised, respect for diversity, and professional competence and responsibility.

**Objectives** – students will be able to:

1. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity with regard to client's race, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, religion, sex, and sexual orientation.
2. Articulate the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

### Goal Three

The Social Work Program will train students with the necessary SKILLS to intervene effectively with individuals in their environment; work assertively, and competently at all levels of the social system, and engage in basic research and evaluation of practice in order to contribute to the advancement of the profession.

**Objectives** – student will be able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Demonstrate the professional use of self.
3. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
4. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
5. Utilize supervision appropriate to generalist practice.
6. Formulate and influence social policy.
7. Function within the structure of organizations and service delivery systems, and, under supervision, serve as an advocate for client systems and seek necessary organizational changes.
8. Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

## **Goal Four**

The Social Work Program will encourage LIFE-LONG LEARNING and PROFESSIONAL DEVELOPMENT.

**Objectives** – students will be able to:

1. Demonstrate the ability to design and implement evaluative research studies and interpret results.
2. Attend area community meetings and professional in-service sessions.
3. Apply for and be admitted into MSW programs.

## Social Work Program Policies - Student

### I. Recruitment

- A. The Admissions Office notifies the Program Director of all potential students with an interest in Social Work. Social Work faculty make phone calls, send letters and meet with prospective students when they visit campus.
- B. Social Work faculty also assist with recruitment by participating in such institutional activities as community college career fairs.

### II. Program Admission

Progression through the social work program is a 4 step process:

- A) **Provisional Admission**: Declaration of major and completion of Provisional Admission Application.
- B) **Full Admission**: Interview with Social Work Executive Council (SWEC) to include Full Admission Application and Philosophy of Helping paper from Introduction to Social Work course.
- C) **Pre-Field Placement Consultation**: Consultation appointment with Program Director and Field Director to include 3 references.
- D) **Field Practicum and Course Completion**

#### A. Provisional Admission

- 1. Students who wish to enter the Social Work Program are required to declare their intent to the Program Director and complete a declaration of major form and Provisional Admission Application (see Appendix).
- 2. Students must present evidence of a **minimum 2.0 overall GPA**.

#### B. Full Admission

- 1. After completion of the below listed courses with a grade of C+ or better the student must arrange for an interview time with the Social Work Executive Council.

Social Work 015: Introduction to Social Work  
and one of the following courses:

Social Work 120: Social Welfare Policy, Services, and Delivery Systems

**OR**

Social Work 127: Human Behavior and the Social Environment I

**OR**

Social Work 128: Human Behavior and the Social Environment II

2. The purpose of this interview is to:
  - a) Insure that the student is beginning the process of internalizing the values and ethics of the Social Work profession.
  - b) Insure that the student has conducted themselves, thus far in the program, in a way that exemplifies adherence to the NASW Code of Ethics.
  - c) Insure that student is able to articulate the appropriate reasons and motivations for pursuing a career in Social Work.
  - d) Demonstrate that the student can articulate a beginning base of Social Work knowledge and skills.
  - e) Insure that the student has no major deficiencies what would necessitate remedial action.
  - f) Assist the student in identifying both strengths and areas for needed professional growth.
3. Prior to the Full Admission Interview, students will complete an Application (see Appendix).
4. **Above documentation must be received by the Program Director by no later than October 20 (for fall semester consultations) or March 20 (for spring semester consultations).**
5. The Social Work Executive Council (SWEC) consists of the Program Director, Field Director, Department Chair, two social work students (one traditional and one Advantage student) who have successfully entered Field Practicum, and a social work professional from the community.
6. Students should treat the Full Admission Interview as if it were a job interview in terms of preparation, dress, demeanor, etc.
7. This interview is designed to evaluate the student's academic progress and suitability for continuing with the degree program in social work.
8. Students will receive feedback (in writing) on their strengths and areas where improvements may be needed within one week of their interview.
9. Assuming that the student is progressing satisfactorily at this point, students will then proceed with their coursework.
10. If students are not progressing satisfactorily then either remedial actions will be required (such as re-taking a course, seeking counseling for personal issues, etc) or students may be refused to proceed in the program if it is deemed by the SWEC that this is in the best interests of both the student and future potential clients (see

**C. Pre-Field Placement Consultation**

1. Prior to the Pre-Field Placement Consultation students must have completed or currently be enrolled in SW 210 -Micro Methods and performing well and have completed either SW 208 (Group Methods) or SW 209 (Macro Methods) with grades of B- or better.
2. The purpose of the Pre-Field Placement Consultation is to:
  - a) Insure that the student has internalized the values and ethics of the Social Work profession.
  - b) Insure that the student has conducted themselves during their educational experience in a way that exemplifies adherence to the NASW Code of Ethics.
  - c) Demonstrate that the student can articulate Social Work knowledge and skills.
  - d) Insure that the student has no major deficiencies that would necessitate remedial action prior to Field Practicum.
  - e) Assist the student in beginning to consider options for Field Practicum.
3. Students should treat the Pre-Field Placement Consultation as if it were a job interview in terms of preparation, dress, demeanor, etc.
4. Proof of a minimum overall GPA of 2.5 with a grade of C+ or better in Social Work core courses (015, 120, 127, 128) and B- or better in SW 210 and either SW 208 or 209. (Social Work 208, 209, and 210 must eventually be completed with a B- or better. Other Social Work electives must eventually be completed with a C+ or better).
5. Documentation of a minimum of **60 relevant social work volunteer and/or shadowing hours** (forms available from social work faculty).
6. Students should insure the appropriateness of their volunteer/shadowing hours by having the experience verbally approved by the Program or Field Director before proceeding with the work.
7. Volunteer hours should not exceed more than 30 hours in any one setting and should include working with two different client populations in order to count toward the 60 hour requirement.
8. Students will be assigned a Consultation appointment with the Field Director and Program Director upon receipt of above materials.
9. Within one week after the Consultation, students will be notified of permission or denial of permission to continue toward program completion. Remedial actions followed by a second interview is also a possibility in some cases.

**D. Course Completion and Field Practicum**

1. No student may proceed to Field Practicum without successfully completing their Pre-Field Placement Interview.
2. **Successful completion of the Pre-Field Placement Interview does not guarantee graduation from the Program.** Students must complete all remaining social work course requirements and their Field Practicum with a **minimum grade of B-** to complete the program.

**E. Transfer Credits**

1. Students may be able to have credits transferred from another institution depending on existing articulation agreements.
2. Students cannot receive Social Work core course credit for life experience or previous work experience.

**III. Advising**

- A. Each student indicating his/her declaration of a Social Work major will be assigned an advisor from the Social Work faculty.
- B. Advisors will monitor academic progress, class scheduling and sequencing, and attainment of professional requirements and activities.

**IV. Dismissal from the Program**

The Social Work Executive Committee (SWEC) and the social work faculty do not lightly consider the termination of any student. Attempts will be made by the Social Work faculty and the SWEC within reasonable limits to assist a student to succeed. However, the faculty and the SWEC recognize that **there are times when professional gate-keeping is our responsibility and duty.**

Student termination from the Social Work Program is the decision of the SWEC. Further, students may be terminated for either academic or non-academic causes or both. Academic causes refer to the failure of the student to demonstrate minimal competencies in the area of knowledge and skills. Academic minimal criteria include a **2.5 overall GPA and not less than a C+ in social work core courses** (015, 120, 127, 128,) a **B- in SW 208, 209, 210, 297,** and a C+ or better in all social work elective courses.

Non-academic causes refer to the student's failure to demonstrate professional conduct, basic relationship skills, and behavior consistent with the NASW Code of Ethics (see appendix). Examples of non-academic reasons would be the inability to adhere to any of the following social work foundational skills:

1. Student fails to accept positive feedback and direction from teachers, supervisors, peers, etc. thereby evidencing limited capacity for professional growth.
2. Student demonstrates limited capacity to learn, internalize, and evidence professional social work values and ethics.
3. Student demonstrates a consistent pattern of uncooperative behavior and lack of collaborative skills.
4. Student demonstrates limited skills in the use of empathic communication while observed working with teachers, supervisors, clients, and peers.
5. Student evidences lack of skill in the appropriate professional use of non-verbal communication.
6. Student demonstrates inappropriate professional relationships and is unable to form and sustain professional relationships as evidenced through behaviors such as poor collaboration, ineffective communication, poor conflict management, etc.
7. Student evidences lack of dedication to the profession through very limited participation in volunteer human service work and/or shadowing of professional social workers in the field, social advocacy groups or committees and/or other behaviors that indicate professional interest and dedication.
8. Student is terminated by their field placement agency due to a violation of the NASW Code of Ethics or agency policy.

When any and/or all of the above behaviors represent a clear and consistent pattern, then the SWEC or Social Work faculty may institute one or more of the following remedies consistent with the seriousness of the offense.

**Step One:** Issue identification and discussion.

When an issue first becomes evident to Social Work faculty, Field Supervisors, or other program designees they will request a meeting with the student and their advisor to discuss the concern and the possible means for remediation. Further, a formal letter delineating the problem will be placed in the student's file and a copy sent to the SWEC. If the issue is resolved to the satisfaction of all parties no further action will be taken.

**Step Two:** Placing student on probationary status and formal presentation of issue to SWEC.

If problems persist or are not resolved to the satisfaction of Social Work faculty, advisor, field supervisor, or other program designee, then the issue is taken to the next meeting of the SWEC for further consideration and action. The student will receive a letter from the SWEC outlining the issue t date, its seriousness, and a new recommended remedial plan. A copy of this letter will be placed in the student's file. The student will be considered to be on **probationary status**. The letter will spell out the requirements established by the SWEC in order for the student to correct the matter in question and the time limits by which said requirements must be completed.

**Step Three:** Removal of student from the Social Work Program

Upon failure to comply with the conditions of probation and after formal review of the matter by a full session of the SWEC, then the SWEC may make a decision to remove the student from the program. The student will be informed both verbally and in writing of the SWEC's decision. **The SWEC maintains the right to dismiss any student from the program for acts that compromise the integrity of the Social Work Program and the mission of the profession.**

**Step Four:** Student Appeals to SWEC

The student will retain the right to appeal the decision of the SWEC. Students may request a formal hearing to review the SWEC's decision and review further details of the case that the student may feel were not taken into consideration at the time of the termination decision. The student may present written or oral evidence in support of their position. The SWEC will again render its decision with regard to termination or reinstatement within 72 working hours of the hearing.

**Step Five:** Student Appeal to Nebraska Wesleyan University student appeal process.

In the event the original decision for termination stands, then the student is allowed the further option of pursuing the remedy outlined in the Nebraska Wesleyan University Code of Student Conduct. The Code delineates the formal appeals process.

**V. Authorization for Field Practicum**

Students must be accepted into Full Admission and have successfully completed their Pre-Field Placement Interview per the criteria delineated in the Program Admission Section II B of the manual prior to consideration for Field Practicum.

**VI. Field Practicum Placement**

- A. Practicum assignments are made by the Field Director in consultation with the student.
- B. A minimum of 480 clock hours of field placement participation is required. This can be completed over one semester or two semesters concurrently as per arrangements with the Field Director and the agency.
- C. Mutual agreements between the Social Work Program and specified social service agencies ensure that each student will receive one hour per week of MSW supervision when registered for a block placement i.e. 9 credit hours (480 clock hours). Students completing a concurrent

placement may have weekly or bi-weekly MSW supervision depending on the number of credit hours they are registered for. No student will have less than bi-weekly, one-hour MSW supervision.

- D. Students need to have completed all three practice courses (SW 208, 209, 210) with a **minimum grade of B-** for each course before they can be accepted into field practicum (see exception under E).
- E. With the permission of the Field Director students who are excelling in the program may be permitted to enroll in field practicum while concurrently completing either SW 208 or 209. **SW 210 must be completed prior to entering field practicum.**
- F. Academic credit is never given for life experience or previous work experience in lieu of field practicum or courses in the professional core.
- G. No paid practicum placements are allowed.
- H. Practicum placements at the student's place of employment are **STRONGLY DISCOURAGED**. If the student wishes to pursue this option their case will be assessed on an individual basis, however, no guarantee can be made that the student will be allowed to pursue this option. If allowed the student must be completing their hours in different department/unit and from a different supervisor than the one in which they are employed.

### **Field Practicum Objectives**

The purpose of field instruction is to assist the student in the integration of the educational concepts of social welfare services and social work theory through the process of direct MSW supervisory consultation, and personal experientially-based, generalist intervention with individuals, groups, or communities, as established through agency mission or mandate. Educationally directed field instruction provides the student an opportunity to incorporate a broad based knowledge of social welfare services, to assimilate and integrate a personal social work philosophy which is consonant with the profession, to acquire social work practice skills, and finally, to develop attitudes relevant to the role and function of social work in contemporary society.

In the generalist model of social work, as adhered to by the Social Work Program, the student becomes personally involved in the application of processes that address unique situations requiring social work intervention across multi-level social systems. Knowledge is put into practice by the student with the assistance of a field instructor who is professionally trained in social work. The generalist definition of social work practice adopted by the Social Work Program is:

“Generalist practitioners acknowledge the interplay of personal and collective issues, prompting them to work with a variety of human systems – societies, communities,

neighborhoods, complex organizations, formal groups, families, and individuals – to create changes which maximize human systems functioning. This means that generalist social workers work directly with clients systems at all levels, connect clients to available resources, advocate just social policies to ensure the equitable distribution of resources, and research all aspects of social work practice.” (Miley, O’Melia & DuBois, 2004 as quoted in DuBois & Miley, 2005, p. 9-10).

Vital components of field instruction include:

1. On-going communication between the student, the field coordinator and the field instructor
2. On-site visitation at the agency by the field director and twice-a-semester evaluation of student progress and performance
3. The integrative seminar, where generalist skills, professional and personal issues can be processed in the safety of a classroom environment

Objectives of the practicum experience are to assist the student to:

1. Gain an understanding of the field agency (e.g., mission, mandates, policies, traditional and contemporary interventions, etc.)
2. Develop and evaluate social work knowledge and skills (e.g., generalist skills of assessment and intervention, etc.)
3. Observe professional role modeling of applied social work knowledge, skills and values, vis-à-vis MSW supervision, task supervision, administration, co-workers, etc.
4. Development of personal attitudes and self-awareness (journaling, MSW consultation, co-workers, peer reviews, field seminars, etc.)
5. Understanding and applying social work principles and concepts (MSW supervisors, field seminars, co-workers, peer reviews, task supervisors, etc.)
6. Development of understanding of community resources and practice (agency resources, MSW supervisors, co-workers, peers, etc.)

### **Experiences/Preparation Prior to Field Placement**

Prior to the pre-field placement interview and field placement, students are required to observe/shadow professional social workers and/or participate as a volunteer for a total of 60 hours in human service settings. When the student participates as a volunteer, and shadows a professional they gain the following information:

1. clarified sense of self in projected professional role
2. greater sensitivity of agency structure and dynamics
3. opportunity to engage the client populations they may be interested in
4. de-mythologize the work-a-day world of the human service worker
5. de-mythologize the clients they may have idealized in their heads and hearts

6. increased awareness of job requirements
7. beginning sense of generalist social work and agency process
8. exposure to other professions, e.g., medical, psychology, recreation, etc
9. increased sensitivity to the depth of pain the human family experiences
10. increased sensitivity to available resources and resource gaps
11. increased sensitivity to institutional obstacles to receiving services

Volunteer opportunities are available in numerous agencies. Social Work faculty keep a list of possible volunteer opportunities for students to consider. **Volunteer and shadowing plans need to be approved by Social Work faculty prior to the student beginning to ensure that the plans are appropriate.**

Several social work core courses require volunteer/shadowing as part of the course requirements (HBSE, Micro, Macro). This insures that students make progress toward the required 60 hours. This also allows students the opportunity to focus on their special interests which prepares them to make a better choice as to where they would like to do their practicum during their senior year.

During the senior year, the student is required to take Field Practicum and the accompanying field seminar (Social Work 297). Prerequisites for Field Practicum are full admission into the social work program, completion of the Pre-Field Placement Consultation, and completion of all prerequisite course requirements. The Social Work Program requires a total of 480 hours at his/her placement and attendance at the weekly field seminar. Each student is expected to work minimally 16 hours per week to maximally 40 hours per week at a local agency. The student will be under the supervision of an MSW. A non-"BSW" can be utilized as a daily "task supervisor" but an MSW "consultant" must meet with the student, minimally once per week for one hour (for block placements) or bi-weekly (for concurrent placements) for professional consultation, professional identification/socialization and general student growth purposes.

### **Field Practicum Requirements**

Prerequisites for field practicum and practicum seminar are:

- A. *Successful completion of the following courses\**:
  - SW 015: Introduction to Social Work
  - SW 120: Social Welfare Policy, Services & Delivery Systems
  - SW 127 & 128: Human Behavior and the Social Environment I & II
  - SW 208: Group Methods
  - SW 209: Macro Methods(Community Organization, Planning and Administration)
  - SW 210: Micro Methods (Individuals and Families)

**\*with the permission of the field director students may be able to take practicum concurrently with either SW 206 or SW 209. SW 210 must be completed prior to beginning Field Practicum.**
- B. Senior standing
- C. Completion of Pre-Field Placement Consultation

Attendance at both the seminar and the agency field placement are required. Students are required to take a minimum of nine credits (480 clock hours) of field instruction plus field seminar.

Students can request a field instruction placement in social agencies that offer social work experience in areas such as general health services, mental health services, child welfare and protective services, alcoholism and drug abuse, nursing homes, working with the developmentally disabled, and other settings that provide MSW supervision. Majors are encouraged to obtain a wide variety of service experiences through volunteer work before applying for the senior year of field instruction placement. Students are encouraged to have experience with individuals, families, groups and organizations within the community.

## Social Work Program Course Requirements

### Core Requirements:

Area	Catalog Course Titles & Numbers	Credit Hours
<i>Intro</i>	SW 015: Introduction to Social Work	3
<i>Policy &amp; Institutions</i>	SW 120: Social Welfare Policy, Services & Delivery Systems	3
<i>HBSE</i>	SW 127 & 128: Human Behavior & the Social Environment (H.B.S.E.) I & II	6
<i>Mezzo</i>	SW 208: Group Methods	3
<i>Macro</i>	SW 209: Macro Methods: Community Organization, Planning and Administration	3
<i>Micro</i>	SW 210: Micro Methods: Individuals & Families	3
<i>Research</i>	SW 265: Research Methods	3
<i>Electives</i>	SW: Various Social Work Electives	6
<i>Field</i>	SW 297: Field Practicum	9
<i>Thesis</i>	SW 299: Senior Thesis	3

### Additional Program Courses:

<i>Biology</i>	Bio 1: Perspectives in Biological Science	4
<i>Psychology</i>	Psych 2: Applied Psychological Science	3
<i>Sociology</i>	Soc 3: Introduction to Sociology	3
<i>American Government</i>	PolSci 1: U.S. Government & Politics/American Government	3
<i>Minority Content</i>	Soc 116: Race Relations & Minority Groups OR Soc 150: Hispanics & Latinos in U.S. Society OR Anth 154: Native American Cultures	3
<i>Statistics</i>	Soc 110: Social Statistics OR Psych 110: Psychological Statistics OR Econ 110: Business & Economic Statistics OR Bus 106: Stats for Business (Advantage Students only)	3

# Appendices

## **NASW Social Work Code of Ethics (Summary)**

- I. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO CLIENTS
  - A. Commitment to Clients: The social worker's primary responsibility is to clients.
  - B. Self-Determination: The social worker should make every effort to foster maximum self determination on the part of clients.
  - C. Informed Consent: The social worker should provide services only based on valid informed consent when possible.
  - D. Competence: The social worker should only practice within his/her expertise.
  - E. Cultural Competence/Social Diversity: The social worker should have competence and knowledge regarding clients' culture and pursue education to expand competence and knowledge when needed.
  - F. Conflicts of Interest: The social worker should be alert to and avoid conflicts of interest with clients.
  - G. Privacy and Confidentiality: The social worker should respect clients' right to privacy and protect the confidentiality of all information.
  - H. Access to Records: The social worker should provide clients with reasonable access to records concerning clients.
  - I. Sexual Relationships: The social worker should under no circumstances engage in sexual activity with current clients.
  - J. Physical Contact: The social worker should not engage in physical contact with clients when there is a possibility of psychological harm to the client.
  - K. Sexual Harassment: The social worker should not sexually harass clients.
  - L. Derogatory Language: The social worker should not use derogatory language in their written or verbal communication to or about clients.
  - M. Payment for Services: The social worker should ensure that fees are fair and reasonable.
  - N. Clients Who Lack Decision-Making Capacity: The social worker should take reasonable steps to safeguard the interests of these clients.

- O. Interruption of Services: The social worker should make reasonable efforts to ensure continuity of services.
- P. Termination of Services: The social worker terminates services with clients when services are no longer required.

## II. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO COLLEAGUES

- A. Respect: The social worker should treat colleagues with respect.
- B. Confidentiality: The social worker should respect confidentiality shared by colleagues.
- C. Interdisciplinary Collaboration: The social worker who is part of an interdisciplinary team should participate and contribute to decisions that affect the well-being of clients.
- D. Disputes Involving Colleagues: The social worker should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social worker's own interests nor should they exploit clients in this way.
- E. Consultation: The social worker should seek advice and counsel of colleagues whenever such consultation is in the best interests of clients. Social workers should also keep themselves informed about colleagues' areas of expertise.
- F. Referral for Services: The social worker should refer clients to other professionals when the other professionals' expertise is needed to serve clients.
- G. Sexual Relationships: The social worker who functions as a supervisor or educator should not engage in sexual activities with supervisees or students nor should he/she engage in sexual activities with colleagues when there is potential for a conflict of interest.
- H. Sexual Harassment: The social worker should not sexually harass supervisees, students, or colleagues.
- I. Impairment of Colleagues: The social worker who has direct knowledge of a social work colleague's impairment which interferes with practice should consult with that colleague when feasible and assist the colleague in taking remedial action.
- J. Incompetence of Colleagues: The social worker who believes that an incompetent colleague has not taken adequate steps to address incompetence should take action through appropriate channels.

- K. Unethical Conduct of Colleagues: The social worker should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

### III. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

- A. Supervision and Consultation: The social worker who provides supervision or consultation should have the necessary knowledge and skill to perform these functions.
- B. Education and Training: The social worker who functions as an educator or field instructor should provide instruction only within their areas of knowledge and expertise.
- C. Performance Evaluation: The social worker who has responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner.
- D. Client Records: The social worker should take reasonable steps to ensure that record keeping is timely and accurate.
- E. Billing: The social worker should keep accurate billing records that reflect the nature and extent of services rendered.
- F. Client Transfer: The social worker should carefully consider accepting clients for services from another agency to ensure that he/she can adequately meet the clients' needs and should advocate within and outside their agencies for adequate resources to meet clients' needs.
- G. Continuing Education & Staff Development: The social work administrator or supervisor should take reasonable steps to provide for continuing education and staff development for all staff.
- H. Commitments to Employers: The social worker should generally adhere to commitments made to employers and employing organizations while working to improve agencies' policies and procedures.
- I. Labor-Management Disputes: The social worker may engage in organized action to improve services to clients and working conditions.

### IV. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES AS PROFESSIONALS

- A. Competence: The social worker should accept responsibility for employment only on the basis of existing competence or the intention to acquire the necessary competence.
- B. Discrimination: The social worker should not practice, condone, facilitate,

or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

- C. Private Conduct: The social worker should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.
  - D. Dishonesty, Fraud, and Deception: The social worker should not participate in, condone, or be associated with dishonesty, fraud, or deception.
  - E. Impairment: The social worker should not allow their personal problems to interfere with their professional performance.
  - F. Misrepresentation: The social worker should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the profession or agency.
  - G. Solicitations: The social worker should not engage in uninvited solicitation of potential clients.
  - H. Acknowledging Credit: The social worker should take responsibility and credit only for work and contributions to which they have contributed.
- V. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION
- A. Integrity of the Profession: The social worker should work toward the maintenance and promotion of high standards of practice.
  - B. Evaluation and Research: The social worker should monitor and evaluate policies, programs, practice interventions and research.
- VI. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY
- A. Social Welfare: The social worker should promote the general welfare of society.
  - B. Public Participation: The social worker should facilitate informed participation by the public in shaping social policies and institutions.
  - C. Public Emergencies: The social worker should provide appropriate professional services in public emergencies to the greatest extent possible.

- D. Social and Political Action: The social worker should engage in social and political action that seeks to ensure that all people have equal access to services that meet their basic human needs.

(Summary of the Code as adopted by the 1999 NASW Delegate Assembly)

## Student Handbook Agreement\*

I \_\_\_\_\_, testify that I have read the NWU Social Work Student Handbook. I also agree that I understand the contents of this document and agree to adhere to the standards of the program and the NASW Code of Ethics.

**I will keep this Handbook readily available for reference purposes as I progress through the Social Work program.**

Print Name \_\_\_\_\_

Sign Name \_\_\_\_\_

Advisors Signature \_\_\_\_\_

Date \_\_\_\_\_

**\*To be placed in student's advisee file.**