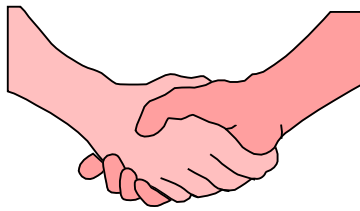WESTERN CONNECTICUT STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

STUDENT HANDBOOK

Revised August, 2015

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INTRODUCTION

The 17 Connecticut State Colleges & Universities (ConnSCU) provide affordable, innovative, and rigorous programs that permit students to achieve their personal and career goals, as well as contribute to the economic growth of Connecticut. The ConnSCU System encompasses four state universities – Western Connecticut State University in Danbury, Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic and Southern Connecticut State University in New Haven – as well as 12 community colleges and the online institution Charter Oak State College.

Until the state's higher education reorganization of 2011, Western was a member of the former Connecticut State Unviersity System that also encompassed Central, Eastern and Southern Connecticut state universities. With origins in normal schools for teacher education founded in the 19th and early 20th centuries, these institutions evolved into diversified state universities whose graduates have pursued careers in the professions, business, education, public service, the arts and other fields. Graduates of Western and other state universities contribute to all aspects of Connecticut economic, social and cultural life.

In April 2011, Gov. Dannel P. Malloy and the Connecticut legislature unveiled a plan to consolidate the management of higher education. Specifically, they created a Board of Regents for Higher Education which replaced the governance structures for the Connecticut State University System (CSUS), the Connecticut Community Colleges, Charter Oak State College and the Board of Governors for Higher Education. The transition from the CSUS Board of Trustees to the Board of Regents occurred between July 1 and December 31, 2011.

Governance of the CSCU System is the responsibility of the Board of Regents for Higher Education, which comprises 20 appointments: nine by the governor (including the selection of one of his appointees as the chair), four by legislative leaders, two student representatives, and five ex-officio, non-voting members (commissioners of the departments of Economic and Community Development, Public Health, Education and Labor and the chair of the Faculty Advisory Committee).

CSCU leadership team works with the campus leaders, faculty and staff to help increase the educational attainment of Connecticut's adult population. All 17 college and university presidents report directly to the Board of Regents president, who reports to the Board of Regents for Higher Education. CSCU senior staff provide additional support and guidance for both the board and member institutions.

UNIVERSITY MISSION

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.
To achieve this, we
Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.
Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.
Attract student-centered faculty who are passionate teachers and accomplished scholars.
Establish partnerships that create opportunities for internships, research, and experiential learning.

Values
Excellence. We value outstanding achievement realized through persistence, effort, honest feedback, and self-reflection.
Curiosity. We value the questions that drive learning, innovation, and creativity, which serve as the beginning and the desired outcome of education.
Dialogue. We value the conversations that explore diverse perspectives and encourage shared understanding.
Engagement. We value the interactions with ideas, peers, and community that are essential to a vibrant university environment.
Opportunity. We value the possibilities created by affordable, accessible educational environments in which students can grow into independent thinkers and confident leaders.
Respect. We value the right of all people to be treated with dignity and fairness and expect this in our policies, classrooms, and community.

THE DEPARTMENT OF SOCIAL WORK

The **Department of Social Work** at WestConn was designed to fulfill two complementary needs specific to the northwest region of the State of Connecticut: to provide competent generalist baccalaureate social workers to the region, and to provide an opportunity for students who want to pursue a career in social services a chance to fulfill that goal within the general geographic area.

Recognizing these needs, the University began a baccalaureate social work program which is consistent with the mission and goals of the University and the expectations of the Council on Social Work Education (see CSWE, *Educational Policy and Accreditation Standards*, Appendix A). The Department of Social Work has been continuously accredited by the CSWE since 1984, which means that the Department meets or exceeds all of the national standards for baccalaureate social work education. Graduates of the Program who are admitted to MSW programs, within five years of graduation from WCSU, are eligible to apply to receive academic credit for a portion of their bachelor degree in social work.

Students enrolled in accredited baccalaureate programs are eligible for student membership in the National Association of Social Workers, and may be eligible for nomination to Phi Alpha Honor Society.

All full-time faculty members in the Department are professional, experienced social workers who reflect a broad range of expertise in diverse fields of practice. Adjunct faculty add to the breadth and depth of student learning experiences and academic offerings. (See Appendix B).

NON-DISCRIMINATION POLICY/AFFIRMATIVE ACTION

The Department of Social Work is committed to, and actively seeks to attract, a diversified student population and faculty. A tenet of the profession and the program is a commitment to social and economic justice. The program adheres to and promotes the University's Non-Discrimination Policy and the values of our profession, so does not discriminate on the basis of race, color, culture or ethnicity, religious beliefs or association, political affiliation, sex, sexual orientation, gender identity or expression, age, national origin, marital status, family structure, physical, learning or developmental disability, past or present history of mental disorder, or prior conviction of a crime, in accordance with state and federal laws. In addition, the Department is committed to the University's Affirmative Action Plan and Sexual Harassment Policy.

All qualified students (see V. "Student Eligibility" below) are encouraged to major in Social Work and are welcomed by the Department.

DEPARTMENT OF SOCIAL WORK MISSION AND GOALS
MISSION

The Mission of the Department of Social Work is to prepare competent and effective generalist social work professionals to practice in a manner consistent with the purposes and values of the profession, to enhance human and community well being, and to value the dignity and worth of all persons. Based on the knowledge, values, and skills of the profession, the Department provides students with significant opportunities to connect with faculty, students, and community, and exposes students to a world view that leads to commitments to service, human rights, and social and economic justice. The Department strives to serve as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut.

GOALS

TO PREPARE STUDENTS:
- to be competent and effective generalist entry level social work professionals
- to develop a professional identity grounded in social work values
- to understand and value human relationships
- for professional practice with a commitment to social work values and with integrity (see NASW Code of Ethics-Appendix C)
- to use conceptual frameworks and scientific inquiry to guide practice
- to advance human rights and social and economic justice through proactive civil engagement in a diverse world
- to promote positive changes in service delivery
- to become leaders in developing and delivering human services

- for advanced study

EDUCATIONAL POLICY AND GENERALIST SOCIAL WORK PRACTICE

The Council of Social Work Education's *Educational Policy and Accreditation Standards* (see Appendix A) provide the philosophical and curricular foundation for all accredited undergraduate social work programs. The Western Connecticut State University Department of Social Work's program is consistent with this document, and has been continuously accredited since 1984.

GENERALIST SOCIAL WORK 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 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."
Council on Social Work Education, (2008). Educational Policy and Accreditation Standards, pp7-8.

DEPARTMENT OF SOCIAL WORK COURSE POLICIES

The Department of Social Work Course Policies are shown in Appendix D. These policies specify instructor and student responsibilities regarding scheduling of assignments and exams, grading and incompletes, and academic integrity.

STUDENT ELIGIBILITY

Any student enrolled in the University is eligible to declare a major in social work. By the end of the fall semester prior to enrollment in Junior Field Practicum and Seminar and Practice I, social work majors must meet the requirements for acceptance to Junior Standing.

During the fall semester preceding the Junior Field Practicum, eligible students must apply for junior standing. The process consists of written application and a personal interview with the Department Chair or her/his designee. Once students are accepted for Junior Standing in the Department, they are eligible to take SW 309 Social Work Practice I and SW 306 Junior Field Practicum and Seminar.

CURRICULUM REQUIREMENTS

Students completing the requirements for a degree in social work earn a Bachelor of Arts in Social Work.
General Education Requirements (42 Semester Hours [SH]); Major Requirements (53 SH); Free Electives (27 SH)

IMPORTANT
1. No credit is awarded for life or work experience at any level of the program.
2. Field and practice credits may only be transferred from other CSWE-accredited Social Work Programs.
3. Transfer credit for all 300 level social work courses that may meet transfer eligibility requirements for CSWE-accredited university course work must have been earned within the previous five years.

(See Appendices E, Program Sheet for a listing of the following, F, Department of Social Work Course Sequence Guide, and G Highly Recommended Electives)

All students in the University are required to complete 120 semester hours to earn a Bachelor of Arts degree. 42 semester hours must be earned meeting the general education requirements.

Each student in the Department of Social Work must complete the University's General Education writing skills competency (Writing Intensive course), and either COM 160 Speech Fundamentals, COM 161 Decision Making in Groups, or COM 162 Interpersonal Communication, or COM 163 to meet the communication skills requirements.

The Humanities requirement (15 SH) must be taken in at least 3 of the following 7 fields: Communications; Fine and Applied Arts; Foreign Language; Literature; Humanistic Studies; Philosophy; and Western History.

In the Social and Behavioral Sciences (12 SH), each student is required to take ANT 100 Introduction to Anthropology, ECO 107 Principles of Macroeconomics or ECO 207 Contemporary Domestic Economic Issues, PSY 100 Introduction to Psychology, and one 200 level Psychology course from the following: PSY 202 Abnormal Psychology; PSY 210 Child Psychology; PSY 211 Adolescent Psychology; PSY 215 Psychology of Personality; PSY 222 The Adult Years.

(Note: SOC 100 Introduction to Sociology and PS 102 American Government are listed under Major Requirements.)

In Natural Sciences and Mathematics (10 SH), each student must take MAT 110 Great Ideas in Math or MAT 120 Elementary Statistics, and BIO 100 Concepts of Biology or BIO 132 Human Biology, plus one three-credit elective in this field to fulfill the requirement.

Several of the above courses are pre-requisites for Social Work courses; those are indicated in Appendix F and in "Major Requirements" Course Description below.

Two semester hours of the Health Promotion and Exercise Science Course; HPX 177 Fitness for Life are required.

Students must also reach an approved level of proficiency in a foreign language by taking courses, passing a competency test, or having achieved a sufficient level of foreign language study in high school. (See *University Catalog*)

Students take 27 semester hours of free electives.

SOCIAL WORK PROGRAM DEGREE REQUIREMENTS

1. A student must have earned at least a "C+" in courses which fulfill the 53 semester hours of major requirements as well as PSY 100, and at least a "C" grade in these required general education courses: Writing Intensive course (W); COM 160, 161, 162, or 163, PSY 202, 210, 211, 215, or 222.
2. A student who receives a grade lower than a "C+" or "C" in any one of the courses detailed in item 1 above prior to admission to junior year standing may retake the course ONCE and seek admission, providing, in the judgment of the social work faculty, that the student meets all other criteria for admission.
3. A student who receives a grade lower than a "C+" or "C" in any one of the courses detailed in item 1 above prior to admission to the senior year may retake the course ONCE, and has to do so during the spring semester or summer term preceding the beginning of the fall semester of the senior year. Otherwise the student's admission to the senior year will be deferred until the fall semester of the next academic year.
4. Admission to Junior Year Standing:
   Completion of an application during the fall semester of junior year is required for admission to junior year standing. Criteria for acceptance are that the applicant:

   a. Be a matriculated student with a minimum overall cumulative University grade point average of 2.5.
   b. On time submission of complete application for junior standing; no late or incomplete applications will be accepted; due date set each Fall semester in coordination with the University Calendar.
   c. Has completed all the prerequisites and required first year and sophomore year courses without any outstanding incompletes.
   d. Has successfully completed SOC 100, SW 200, & PSY 100 and at least two other social work major requirement courses that begin with SW (e.g., SW 210, 215, 220, 300) with a grade of "C+" or better.
   e. Will complete foundation courses concurrently with junior practice and field courses.
   f. Has attained a minimum of a cumulative grade point average of 2.75 in the social work major requirements with no grade lower than a "C+".
   g. Has completed a personal interview with the Department Chair or designee.

h. Has demonstrated continued evidence of communication skills, through the application process and in course work.

i. Has demonstrated evidence of meeting behavioral expectations (see Section II.I in SW Dept. Student Handbook) and a commitment to the profession of social work.

j. Transfer Students:

  1. Transfer students who are social work majors must enroll early enough in the spring semester prior to junior year to meet the requirements for junior standing generally, and to secure enrollment in those courses specified in section 4.d above specifically.

  2. Transfer students—grades from previous colleges or universities that serve as equivalents for SW major requirement will be calculated when determining the GPA for Social Work major requirements.

  3. Transfer students are required to interview with the Department Chair to arrange for meeting the above criteria.

NOTE: The junior standing class is limited to 45 social work majors. In the event that applications that meet minimum requirements exceed 45 majors, the 45 students with the top GPAs in Social Work Major Requirements will be given first preference, with University GPA serving as Social Work GPA tiebreaker.

b. Admission to Senior Year Standing:

Completion of an application during the spring semester of junior year is required for admission to senior year standing. Criteria for acceptance are that the applicant:

a. Is a matriculated student with a minimum overall cumulative University grade point average of 2.5

b. On time submission of complete application for senior standing; no late or incomplete applications will be accepted; due date set each Spring semester in coordination with the University Calendar.

c. Has completed the required foundation and junior year practice and field-related courses, PS 102, ECO 100 or 207, and has no outstanding incompletes.

d. Has attained a minimum of a cumulative grade point average of 2.75 in the major requirements, with no grade lower than a "C+."

e. Has completed a personal interview with a Department Chair or designee.

f. Has demonstrated continued evidence of communication skills, of meeting the program's learning objectives and behavioral expectations, and shows a commitment to the social work profession (See elsewhere in SW Dept. Student Handbook including Section II.I).

c. Students must maintain all of the above standards to continue into spring semester senior year.

d. A student who does not receive a "C+" or better in a required major course in fall semester senior year will not be permitted to begin spring semester senior year.

e. Any student enrolled in the University is eligible to declare a major in social work. No credit is awarded (or accepted from Transfer students) for life or work experience at any level of the program.

Students must have sufficient weekday hours free (9:00 a.m. - 5 p.m.) to attend classes and meet the requirements of each of the two field experiences:
SW 306 Social Work Junior Field Practicum and seminar--104 hrs over 13 weeks (8 hrs per wk on Tuesdays and Thursdays) and 1 hour weekly seminar (Mondays or Wednesdays)
SW 320-321 Social Work Field Practicum and Seminar--208 hrs each semester (16 hrs per week on Tuesdays and

Thursdays) and 2 hour weekly seminar (Mondays or Wednesdays)

MAJOR REQUIREMENT (53 SH) Courses

The following are course descriptions for major requirements as shown in the *University Catalog*.

Social Work major requirements include:

PS 102 American Government
A study of the institutional, theoretical and functional features of American national government with special attention to contemporary trends and problems. Listed as social and behavioral sciences general education elective. Every semester. *General Education: Social Sciences*

SOC 100 Introduction to Sociology
A survey of contemporary American society. Basic sociological theory dealt with through study of present-day American social life and institutions. Listed as social and behavioral sciences general education elective. Every semester. *General Education: Social Sciences*

Social Work Major Requirements, Foundation Courses:

SW 200 Introduction to Social Work and Social Welfare Services
This course is designed to introduce students to the social work profession and the wide spectrum of social welfare services in their contexts for practice: public, non-profit, and proprietary settings. It offers the students an introduction to the competencies which underlie the practice of social work. The generalist model of social work practice will be used as a framework for teaching and learning. *Prerequisite: SOC 100*.

SW 210 Social Welfare as an Institution
This course, which is the first in a two-part social policy sequence, provides an historical and analytical assessment of social welfare as an institution, using a framework of social theories and definitions of social welfare conditions, policy goals, program design, and service delivery. It examines the evolution of social welfare in the United States and globally. It also examines contexts for practice in ways to advance human rights and social and economic justice. The functions of social work as a profession are explored in areas such as income security, family and children's services, and health care services. *Prerequisite: SOC 100.*

SW 215 Human Behavior and the Social Environment
The focus of this course is on the conceptual frameworks that explain the interrelatedness of genetic, biological, emotional, psychological, societal, cultural, and environmental conditions. The course also examines the factors that foster or impede social functioning and their effects on individuals, families, groups, communities, organizations, and society. *Prerequisites: SOC 100, and BIO 100 or BIO 132, or permission of Department Chair*

SW 220 Cultural Diversity
Emphasizing the Connecticut region, this course analyzes and develops an understanding of how to engage human diversity and difference in professional practice. Emphases are on recognizing societal structures that shape life experiences and on deepening knowledge of self and of others, sometimes using experiential exercises. *Prerequisites: SOC 100, or permission of the Department Chair. Priority given to SW and HPX/Health Promotion Studies Option majors.*

SW 300 Social Work Research
This course introduces students to research concepts and skills relevant to generalist social work practice with client systems of all sizes. The purpose of this course is to prepare generalist social workers to use social work practice experiences to inform scientific inquiry, including reading, interpreting, evaluating, and generating social work research and knowledge; and to use research to inform social work practice. *Prerequisites: SW 200 and MAT 100. Open only to social work majors.*

SW 306 Social Work Junior Field Practicum & Seminar
This is the first field experience in a social service agency. The field practicum is for 8 hours per week over a period of 13 weeks, with a required one hour weekly seminar. This seminar is designed to provide students with an opportunity to

conceptualize and evaluate their developing competencies, participate in collaborative peer learning, and integrate the field experience with the theoretical and conceptual frameworks of generalist social work practice.

SW 309 Social Work Practice I
Utilizing the conceptual frameworks of generalist social work practice, this course emphasizes competencies in engagement and beginning assessment, and values and ethics of the profession. Professional identity is also emphasized. *Prerequisite: PSY 100 with a minimum grade of "C+" and acceptance into Junior Standing in the major. Co-requisites: SW 305 and SW 306. This course requires registration permission of the Department of Social Work Chair. Spring Semester.*

SW 310 Social Work Practice II
This course is a continuation of SW 309, Social Work Practice I. Emphasis is on generalist social work practice competencies in assessment, intervention, and evaluation with individual, families, and groups. Models of intervention with diverse client systems and in varied social systems are also emphasized. Students' professional identity is enhanced. *Prerequisite: SW 309 and acceptance into Senior Standing in the major. Co-requisite: SW 315 and SW320. Fall Semester.*

SW 311 Social Work Practice III
This course is a continuation of SW 310, Social Work Practice II. This course emphasizes generalist social work competencies in assessment, intervention, and evaluation with task groups, communities, and organizations. The interrelationships among social work practice, social work research and social policies are highlighted, as are the professional responsibilities to contribute to social work practice, to work toward promoting social and economic justice, and ending oppression. Professional use of self with diverse client systems and with changing organizations is expanded. *Prerequisites: SW 310 and SW 320. Co-requisites: SW 316 and SW 321. Spring Semester.*

SW 315 Community Organizing Project I
The Community Organizing Project two-course sequence is designed to provide an opportunity for students to gain supervised macro level practice experience while addressing an issue of concern on campus or in the community. Students conceptualize community organizing, while applying generalist models of practice. Emphasis is on: preparing for action with groups, organizations, and communities; using interpersonal skills in large groups; developing mutually agreed-on foci of work and desired outcomes; collecting, organizing and interpreting data; assessing strengths and limitations; developing mutually agreed-on intervention goals and objectives; and selecting appropriate intervention strategies. *Prerequisite: Acceptance into Senior Standing in the major. Co-requisites: SW 310 and SW 320. Fall Semester.*

SW 316 Community Organizing Project II
This is the second course in the Community Organizing Project two-course sequence. Emphases this Semester are on: initiating actions to achieve goals; implementing interventions; resolving problems, negotiating, mediating and advocating; transitions and endings; analysis and evaluation of interventions. *Prerequisite: SW 315. Co-requisites: SW 311 and SW 321. Spring Semester.*

SW 320 Social Work Senior Field Practicum and Seminar
This is the first of a two-Semester field experience in a social service agency. The field practicum is for 16 hours per week over a period of thirteen (13) weeks, and attendance at a two-hour weekly seminar is required each Semester. The practicum is designed to provide students with direct experience in the delivery of social services within an assigned setting under the supervision of a professional social worker. Students will engage with individuals, families, groups, organizations, and communities. In the seminar students conceptualize and evaluate their competencies, apply knowledge to practice, and participate in peer learning. *Prerequisite: Acceptance into Senior Standing in the major. Co-requisites: SW 310 and 315. Fall Semester.*

SW 321 Social Work Senior Field Practicum and Seminar
This is the second of a two-Semester field experience in a social service agency. The field practicum is for 16 hours per week over a period of fifteen (15) weeks, with a required two-hour weekly seminar. This is an advanced field experience course with emphasis on deepening and broadening the students' practice competencies. The seminar provides students with opportunities to conceptualize their field experiences and engage in evaluation of their own practice. It also provides a forum for discussion of practice questions and issues, as well as postgraduate planning opportunities. *Prerequisite: SW 320. Co-requisites: SW 311 and SW 316. Spring Semester.*

SW 325 Senior Seminar on Social Policies and Issues
This course prepares students to engage in policy practice by building on the knowledge gained in SW 210. Definitions of social policies, ways in which policies are promulgated, developed, and implemented, and issues which lack policy direction will be addressed. Additionally, students learn how to analyze social policies, the interrelationships among research, policy and program development, the dynamic relationship between policy and practice, how to advocate for policies that promote social well-being, and how to engage in policy practice. *Prerequisite: PS 102, ECO 100 OR ECO 207, and Senior Standing in the major. Fall Semester.*

SW 350 Senior Integrative Seminar
SW 350 is a capstone course taken in the last Semester of study in the social work major. In this course students demonstrate their competencies in both the theoretical and practice knowledge bases and integrate their learning from the entire social work curriculum. *Prerequisite: Senior Standing in the major. Spring Semester.*

* See below for additional description of Field Practicum and Seminars.
   See Department of Social Work Program Sheet (Appendix E)
   See Department of Social Work Typical Course Sequence (Appendix F)

Free Elective courses offered by the Department of Social Work

SW 245 Child Welfare
This course introduces students to the concept of child welfare as it has developed historically and as it is currently instituted through international, federal, state, and local policies and practices in public, non-profit, and proprietary settings. Students will examine government decisions and directives affecting and creating child welfare policy. They will also apply research findings, professional literature, and practice models to enhance their understanding of child welfare services. *Prerequisite: SOC 100.*

SW 250 AIDS: A Social Work Perspective
This course will provide students with information about the HIV/AIDS epidemic: biological aspects and the medical, psychosocial, and ethical/legal responses to the disease; understanding of current local, state and federal policy laws affecting medical and social services; regional resources available to persons living with HIV/AIDS. The course will also provide the opportunity for students to address their own concerns, to clarify values positions, to understand the impact of HIV/AIDS on those in the primary client's social network, and to begin developing analytic and interaction skills necessary to work directly with, or to advocate on behalf of, persons living with HIV/AIDS. *Prerequisite: SOC 100.*

SW/SOC 260 Aging
This course provides an introduction to gerontology, focusing on the physical, psychological, social, emotional, and environmental aspects of aging. It also provides an overview of social policies and issues affecting older persons and social programs for older persons. *Prerequisite*: *SOC 100.*

SW 270W Writing for the Human Service and Health Care Professions
This Writing Intensive (W) course is designed for students intending to pursue a professional career in such fields as social work, education, nursing, and other health services. Using a writing-to-learn approach, students will respond in writing to a range of texts from across disciplines and genres in order to deepen their understanding, exercise critical thinking, and enhance clarity of written communication in the human service and health care professions. The class may make use of shared writing and reading, small group exercises, and other peer reading and responses. All readings and exercises will reflect professional values and concerns. *Prerequisites: ENG 101 or permission of the instructor.*

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FIELD PRACTICUM AND SEMINARS
SW 306, SW 320, SW 321
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Two Field Practica, one in the junior spring semester and the second for the senior academic year (2 semesters), provide opportunities for students to intern at human/social service agencies for academic credit. In these settings students apply the knowledge, values and skills learned in the classroom.

The Field Practica enable the students to:

1. Experience a variety of fields of practice.
2. Learn to practice in diverse and changing settings.
3. Learn from different social workers.
4. Interact with a variety of other non-social work professionals.
5. Apply skills of generalist social work practice.
6. Work with diverse client systems.
7. Address varying human conditions.
8. Work toward the elimination of oppression.
9. Experience applied social policy and research.
10. Engage in social action.

The *Field Practicum Manual* is a required text for students in Junior and Senior Field Practicum. It articulates the role descriptions and performance expectations of the Department, agencies, field instructors, field liaisons, and students, and lists participating field agencies.

The Seminars, taken concurrently with Field Practicum, provide a forum in which students share experiences encountered in the field, discuss issues related to practice and service delivery systems, and demonstrate application of research and policy to their practice.

Students in field practica are covered by student liability insurance under a policy held by WestConn.

STUDENT RIGHTS AND RESPONSIBILITIES
Rights
Students have the right to an ethical and challenging education which includes:
1. The Department's adherence to the Course Policies (see Appendix D).
   a. A planned and explained written course outline/syllabus in each course.
   b. Clearly explicated objectives and assignments for each course.
   c. A well-defined grading policy.
2. Freedom to express varying viewpoints.
3. Regularly scheduled class sessions.
4. Assignments graded and returned in a timely fashion.
5. Access to a faculty advisor.
6. Access to their own files.
7. A well defined grievance/appeals policy (see Grievance, Probationary Status and Termination, below).
8. The opportunity to evaluate, in writing, each course (see Appendix I).

Responsibilities & Behavioral Expectations
Social Work students have the responsibility to:
1. Meet the prerequisites and requirements for each course in which they are registered.
2. Meet behavioral expectations of each course.
3. Do assignments in a responsible and timely fashion.
4. Participate in courses where such participation is expected.
5. Negotiate in advance with faculty when unable to fulfill responsibilities.
6. Participate in Department activities.
7. Begin to behave in a manner consistent with the professional standards as proscribed and prescribed in the NASW Code of Ethics (see Appendix C).
8. Be familiar with and adhere to The Department of Social Work Course Policies Statement (see Appendix D).
9. Complete social work program assessment materials, including course evaluations

Required Student Email Accounts and Facebook
All Department of Social Work Students are required to have a WestConn e-mail account. Students are advised to check their e-mail frequently for announcements and communications including information about registration and advisement, important events, meetings, scholarships, current courses, new courses, Junior and Senior application deadlines, etc.

The Department will communicate with students ONLY through the WestConn e-mail system, and not through students' personal e-mail addresses.

The Department also posts news, activities, and opportunities on its Facebook page, www.facebook.com/wcsusocialwork. Students are encouraged to "Like" us on Facebook.

Academic Honesty Policy

As stated in the University's Academic Honesty Policy (Appendix D), "students are responsible for maintaining the academic integrity of the University by following the Academic Honesty Policy. Students are responsible for doing their own work and avoiding all forms of academic dishonesty."

The Department of Social Work advises students to review the policy and procedures and to seek assistance of professors, the writing center, and other sources in understanding and avoiding plagiarism and cheating. Appendix D describes policies and procedures regarding these serious offenses, including faculty and student responsibilities.

ATTENDANCE

Students are expected to attend class regularly. Many courses include class participation as a percentage of the student's grade because of the experiential and/or collaborative learning in that class (see individual course syllabi). When unable to attend a class, meeting, etc., social work students are expected to communicate in advance to advise the appropriate faculty that they are unable to attend, thereby demonstrating professional behavior.

ADVISEMENT

Each student in the Department of Social Work is assigned a faculty advisor. The advisor has five office hours a week (posted on the faculty member's office door) and is available to students at these times or by appointment. Pre-registration advisement is held each semester. Students must meet with a Department faculty member to discuss not only the courses for the following semester but to update their progress in the Department. Registration advisement schedules are online. Students are notified of registration dates in multiple ways.

Advisors are available throughout the semester to students to discuss matters related to educational and professional development issues. Students may change their advisors by request.   Department faculty confer periodically to ensure student progress toward successful fulfillment of program expectations. This includes consideration of field and classroom academic and behavioral performances during the semester, and review of students' learning needs and learning contracts established at the advisement interviews for Admission to Junior and Senior Years. Outreach to students is then provided, to help them address learning or other performance issues in a timely fashion.

Student files are kept in the Department office. They contain relevant academic and professional documents pertaining to each individual student. A student may gain access to his/her own file upon request to the advisor. The material in the file is intended to be helpful to both the student and the advisor.

GRIEVANCE PROCEDURES REGARDING GRADES

Students with grievances about a grade are encouraged to discuss the matter first, with the faculty person in question. If the matter cannot be resolved, there is a detailed procedure clearly explicated in the University Catalog, "Academic Policies and Procedures, Appeal Procedure for Final Grade," which should be followed.
Students are allowed to retake a social work labeled course once if a below C+ grade was earned. This may result in a delay moving ahead into advanced courses because of pre-requisite grade requirements. University policy is that both grades are figured into the GPA unless a request is made by the student to drop the lower grade. No duplicate S.H. credit is earned. Students must develop a plan to improve academic standing, or seek advisement to select an alternative major, if requirements are not met.

PROBATIONARY STATUS IN DEPARTMENT

Social Work majors whose GPA falls below the 2.5 level and/or do not achieve a minimum of 2.75 GPA in the required courses in the major (53 credits) will be placed on probationary status in the department. Students will not be able to proceed or continue with the practice and field sequence until the academic standards of the Department are met.

TERMINATION

Termination from the Department by the Chair may occur when a student fails to maintain the academic standards of the University and Department (see WCSU *Undergraduate Catalog*, "Student Standing" and "Social Work"; *WCSU Student Handbook*, "Student Rights and Responsibilities"; *Social Work Department Student Handbook*, "Probationary Status in

Department" and "Student Rights and Responsibilities"); and/or when a student in class or field is considered inappropriate for the profession of social work, based on behavior which is not consistent with the standards of ethical conduct and professional behavior prescribed and proscribed by the *NASW Code of Ethics* (Appendix C) or the stated expectations of the Dept. (see "Student Rights and Responsibilities"). In such cases, discussions take place among the student, faculty involved, and Department Chair. The Chair has the authority to make final decisions.

Decisions reached are communicated in writing by the Chair to the student in a timely fashion. The student may appeal these decisions to the Dean of Professional Studies or employ the University process for "Student Rights and Responsibilities" (*WCSU Student Handbook*). Termination from the Department during the concurrent Junior Practice/Field/Seminar curricula, or the concurrent senior curricula requires the student to withdraw from all SW labeled courses in that concurrent course group.

On occasion, difficulties may arise at the field placement. In these instances, the Field Liaison works with the student and Field Instructor to resolve these situations. Any one of the three can ask the Field Coordinator and/or Department Chair to help resolve matters.

Every effort is made to assess the situation quickly and to establish a plan of action. In the event that the problem cannot be resolved, the Field Coordinator in consultation with the Field Liaison, Field Instructor, and student, will terminate the placement, with the approval of the Department Chair. Based upon the specifics of the situation the student may: 1) be reassigned to a different field practicum; 2) defer placement for a year or more (with explicit conditions for re-entry established by the Department, then assessed at possible re-entry time); 3) be terminated from the Department by the Chair of the Department. Students will be informed in writing of decisions regarding their status and may appeal these decisions to the Dean of the School of Professional Studies.

The University maintains guidelines for student rights and responsibilities and judicial procedures which are clearly articulated in the **WCSU STUDENT HANDBOOK** under the category "Student Code of Conduct and Statement of Judicial Procedures". The Department adheres to these guidelines in all such matters and may establish additional responsibilities based upon professional training criteria.

PROGRAM ASSESSMENT AND REVIEW PROCESS

The Department of Social Work, accredited by the Council on Social Work Education, prepares a self-study for reaffirmation of accreditation every eight years, with 2020-2021 the next review time. A self study includes a thorough review of all curricular offerings during each cycle, including over-all program goals and objectives, course objectives, relevancy and currency of materials, and integration of new knowledge and theory. The program uses multiple feedback processes from its constituencies (students, graduates, field agencies, community advisory committee, and employers), and from a host of measures and instruments that evaluate students' competency across an array of social work practice behaviors.

DEPARTMENT ACTIVITIES

The Department of Social Work is committed to the development of the whole student. In addition to preparation for entry level practice, the department also recognizes the importance of social and community service activities as enhancements to the educational process.

Special Events

Each spring the Department of Social Work sponsors *The Beatrice K. Nemzer Annual Social Work Symposium*, which was begun by and later named for a professor emeritus. The Symposium, begun in 1975, is open to the University and the community at large. Symposium speakers are national or regional experts who address issues of current concern to the profession.

The Department actively participates in and supports School of Professional Studies and University sponsored events such as Day of Service, Relay for Life, and other activities.

The Social Work Club

The Social Work Club is a student organization recognized by the University's Student Government Association (SGA). The Social Work Club sponsors guest speakers on current issues, social events (pizza parties, end of semester celebrations, etc.) and community services (donations of goods and/or time to local agencies.) It provides an informal opportunity for students to network, raises funds to underwrite activities, helps subsidize students' attendance at

professional conferences, and contributes to social work scholarship funds. All Social Work students are encouraged to actively participate in club activities.

The Department of Social Work sponsors various activities throughout the year, including a professional development day, a graduate school expo, events for graduating seniors, and participation in statewide NASW events. Occasional dinners, parties, and other gatherings for students add to the social life of the Department.

Community Advisory Committee
The Department of Social Work has a Community Advisory Committee comprised of practitioners from the region, a member of the Phi Alpha Honor Society, Chi Sigma Chapter (WCSU), representatives from the business/government sector, field instructors, and alumni. The purpose of the Community Advisory Committee is to ensure that the Department of Social Work is teaching social work practices that are current and relevant to the needs of the region.

Faculty Search Committee
When the Department is hiring new full-time faculty, a Search Committee is formed. The committee is chaired by a faculty member in the Department and usually consists of other Department faculty, and one or more appointed student representatives.

Department Meetings
The Department of Social Work holds regularly scheduled meetings at least once a month to discuss departmental business, reevaluate policy, and plan for the future of the Department. The Department also schedules periodic meetings with faculty and student representatives to discuss issues of interest to students.

SCHOLARSHIPS
The Department awards six scholarships each year to social work majors. All six require applications.

Specific eligibility requirements and applications are distributed by the Department in accordance with the University's scholarship application schedule.

The Scott Andrews Memorial Scholarship is awarded to a returning student who reflects the spirit of Scott. He embraced life, was sensitive, caring and committed to a career in social work. Recipients have a demonstrated commitment to helping others as well as a financial need. Preference is given to students in single parent families.

The Martha Bernstein and Patricia Ivry Scholarship was created and is supported by a graduate of the program to honor his grandmother and Professor Patricia W. Ivry, two women who greatly influenced his life. It is awarded to a female student entering her senior year of the program.

Community Advisory Committee/Alumni Scholarship is awarded to a non-traditional student (over the age of 25), who has a minimum GPA of 3.0, demonstrated financial need, a commitment to community involvement, and demonstrated potential to be an active alumni.

The Laura Duffy Memorial Scholarship is awarded to a social work student who has demonstrated a life-long commitment to community services and who embodies the warmth and caring which Laura personified. This scholarship is administered and awarded by the Phi Alpha Honor Society, in which Laura was a member.

The Craig Lundwall Memorial Scholarship was created in memory of Craig Lundwall, a 1998 graduate of the Department of Social Work. The award is given to a student who excels academically, is sensitive and has a passion for social change – all qualities Craig personified.

Pay it Forward Scholarship is awarded to a junior who shows promise to improve and excel academically in the Social Work program and who has demonstrated financial need.

AWARDS
The Department of Social Work recognizes the outstanding senior and outstanding junior each spring at the School of Professional Studies Student Honors Convocation with **The Beatrice K. Nemzer Student Recognition Awards.** The

awards are given based on grade point average, service to the Department and University, and commitment to the profession.

The Dr. Rob Veneziano Research Award will be given to a student who excels in the area of social work research, and/or who shows outstanding potential for a research related career. The award is named for Dr. Rob Veneziano, Professor Emeritus, who revised, enhanced, and taught the Department's social work research course, in addition to teaching other courses, and Chairing the Department during his tenure at WestConn. Dr. Veneziano himself is an outstanding researcher, and was an excellent role model for students, as they developed their interest in social work research.

The Professors Marjorie and Richard Steinberg Field Performance Award will be awarded to a student who excels in his/her field practicum and/or is engaged in a unique project while in his/her field placement.
Professor Marjorie Steinberg, Professor Emeritus, taught, Chaired, and served as Field Coordinator in the Department of Social Work during her 20 year tenure at the University. During her many years as Field Coordinator, Ms. Steinberg further professionalized the field component of the Department of Social Work. Her husband Richard Steinberg has served as an adjunct field liaison in the Department. His dedication to students and maintenance of high standards has benefitted emerging social workers. Both, Mr. and Mrs. Steinberg are professional social workers who have dedicated their careers to developing and improving students' field experiences.

The Unsung Hero Award will be awarded to a student completing the social work program who has overcome significant obstacles in order to attend college. Typically, such a student has many outside responsibilities, and is very committed to the profession of social work, peers, the Department and the University. Not always able to participate as much as he/she would like, this student, nonetheless embraces all of the characteristics that are most desirable in a professional social worker; commitment, compassion, intelligence, creativity, a strong knowledge base, excellent people skills, and professional drive.

The Alice Fales Social Work Service Award is awarded to a graduating Social Work Senior whose service to the Social Work Program and to fellow students exemplifies key values of the social work profession –specifically, Service, Competence, Dignity and Worth of the person, and the Importance of Human Relationships. The award is named in honor of Alice Fales, Class of 1998, who set a high standard of academic achievement paired with service-directed activities which furthered both the success of department projects and supported the advancement of her peers.

The Ray Strolin Social Justice Writing Competition
The Department of Social Work sponsors a Social Justice Writing Competition to honor the memory to the late Ray Strolin MSW, a former adjunct professor in the Department of Social Work, to affirm our commitment to social and economic justice and to underscore the definition of Social Work as both an Art and a Science. Honorees receive a certificate and read their selection at the Annual Beatrice K. Nemzer Social Work Symposium. A copy of the selected work(s) will also be shared with the Strolin family.

Phi Alpha Honor Society, Chi Sigma Chapter, is a national honor society for upper-class social work students. Eligibility requirements include an overall GPA of 3.25 and an average of 3.50 in social work courses (slightly higher for Juniors), completion of a minimum of 9 credits of social work courses, and demonstrated excellence of scholarship and commitment to the profession. Invitation for membership is made by the Society membership yearly, and an Induction Ceremony is held in the Fall.

Department of Social Work Faculty

Karen R. Brown, MSW, Ph.D., Assistant Professor
Professor Brown, joined the Department in Fall 2015. Professor Brown holds a Bachelor of Arts degree in Psychology from the University of Connecticut, a Master's Degree in Social Work and a Ph.D. in Social Work in Fall 2015, both from the University of Connecticut School of Social Work. Professor Brown brings over 27 years of experience with welfare programs, employed as a social worker for the City of Hartford Department of Health and Human Services and the State of Connecticut Department of Social Services (DSS). She has worked primarily with adult populations in a variety of host settings, from working at the Hartford Community Court where she administered and facilitated groups for women arrested for prostitution to providing patient care coordination and discharge planning at a local hospital. Most recently, Professor Brown worked as a fair hearings officer for CT DSS, where she adjudicated hearings between DSS clients and the agency when clients disputed actions taken on their public assistance benefits.
Her research interests have focused on social welfare policy, anti-poverty strategies, and the intersections of race, gender, and socioeconomic status. Her dissertation work focused on welfare hearing officers and their role perceptions in carrying out their jobs and she has presented her work at the National Association of Hearing Officials Annual Conference. She currently sits on several social work schools' community advisory boards.

Dr. Deneen Harris, MSW, Ph.D., Assistant Professor
Dr. Harris holds a bachelor's degree in Social Work from Southern Illinois University, a master's degree in Social Work from the Southern Illinois University, and a doctorate in Social Work from the University of Alabama. She joined our Department of Social Work in 2008.

Dr. Harris was a CSWE Clinical Fellow during her tenure as a doctoral student, and has participated in the Scholar in Residence Program at NYU, working on a project that examines the lived experiences of older African-Americans that are HIV positive. She has co-presented (with a former student) the preliminary findings of this work at various conferences. Child welfare practice and social work education are other areas of interest relative to her evolving research agenda. Her area of practice is child welfare. In terms of service, she is committed to projects that provide opportunities to mentor youth and young adults.

Dr. Kathleen Hinga, MSW, Ph.D., Assistant Professor
Dr. Hinga arrived at WestConn in August 2005 from Western Massachusetts. She holds a bachelor degree in biology from the Elms College, and a master's degree in Social Work (Community Organization) from Boston University School of Social Work. Dr. Hinga received an interdisciplinary doctorate in Sociology and Social Work (Social Policy) from Boston University in May 2005.

Dr. Hinga served as a doctoral teaching fellow at Boston University School of Social Work from 1999-2005, and taught for several years as adjunct social work faculty at Elms College, Greenfield Community College, and Smith College of Social Work. She brings over 30 years experience as a social worker in the field. This work has included efforts to provide for the immediate needs of individuals and families, as well as social change efforts addressing the structural causes in communities for poverty, family and community violence, inadequate health care and literacy. Kathleen is especially interested in the use of family support approaches, which incorporate social work strategies that enable individuals and families to take power over their own lives as they work to address community issues from a social change perspective. She currently chairs the Network Education Program Board of Directors, a Washington based educational arm of a faith-based national lobby working on human needs legislation. She has held similar roles in efforts to promote

local community control and the just allocation of economic resources. Dr Hinga has an active interest in the promotion of human rights through international social work. In 2008, Kathleen and Friar Michael Lasky received a $25, 000 President's Initiative Grant to support an 18 day WCSU student study travel experience in Geneva, Switzerland during the UN's 60th anniversary celebration of the Universal Declaration of Human Rights.

Her research interests have focused on the implementation of welfare reform, and more recently, the factors involved in the mobilization of people to action. Kathleen's dissertation work in this area focused on women at the grassroots level in their roles as activists. In addition to continuing her work with women, she is currently expanding her work on mobilization factors with a CUC Research Grant project focusing on learning more about the factors that hinder and support social work students with disabilities in their field education placements.

Dr Hinga currently serves on the Faculty Development and Recognition Committee, represents School for Professional Studies on the University Information Technology Committee and chairs the School for Professional Studies Information Technology Committee. She also acts as the faculty liaison between the Social Work Department and the WCSU library.

Patricia W. Ivry, MSW, LCSW, Professor, Department Chair
Ms. Ivry has been teaching at WestConn since 1980 and served as Chair from 1990 – 2001. She holds a bachelor's degree in English from Goucher College and a master's degree in Social Work from the University of Maryland, School of Social Work and has done advanced studies at the City University of New York.

Ms. Ivry's experience and expertise are in areas relating to diversity, human behavior, program development and social policy formulation and analysis. In addition to teaching, Ms. Ivry leads advocacy groups, consults in program planning and implementation, consults with Boards of Directors, served as a Commissioner on the Council of Social Work Education's Commission on Education Policy (1995 – 2001), and Chaired the Program Activity and Professional Development Committee for the Association of Baccalaureate Program Directors, (2005-2010).

Ms. Ivry is the Director of the Executive Forum of Western Connecticut State University, a capacity building initiative in the nonprofit sector. She serves on several Boards of Directors of Nonprofit organizations.

Rebecca Wade-Rancourt, MSW, LCSW, Assistant Professor
Rebecca Wade-Rancourt, MSW, LCSW joined the faculty of the Social Work Department at Western Connecticut State University in 2013 after 15 years of practice in the field. She is a graduate of WCSU's Social Work program and holds an MSW from Fordham University. Ms. Wade-Rancourt has focused her career on serving children and families, both as a direct practitioner and an administrator. Her clinical work has included outpatient, home-based and residential treatment for children and youths. She has served as a clinical supervisor in multiple settings, and as executive director for a child abuse prevention agency.

Sharon Young, Ph.D., L.C.S.W., Assistant Professor, Field Coordinator
Dr. Young joined the social work faculty in 2012. She holds a Bachelor of Science degree in human development and family relations and a master's degree in social work from the University of Connecticut. She received her doctorate in social work from the Graduate School of Social Service at Fordham University.

Dr. Young is a Licensed Clinical Social Worker who has worked with adolescents and their families in residential, outpatient, and school settings. She has worked for many years with difficult to engage youth in substance abuse treatment and community settings. In practice, she developed a prevention theater program that was nationally recognized as an exemplary program by SAMHSA. Her research interests are in the area of student veteran adjustment to college and she has presented her research at an NASW conference and to several groups of student veterans. She currently sits on the Veterans' Task Force at WCSU and on the NASPA Region 1 Veterans Knowledge community.

Adjunct Faculty
Adjunct faculty members extend the expertise of the Department and are additional learning resources for students. The adjuncts teach part-time, and serve as field training liaisons. They are carefully chosen from among professional social workers who are active in practice and administration; many have served as agency-based field instructors.

Sean Boyle, earned a bachelor's degree in Social Work from Western Connecticut State University and a master's of science in education from the University of Bridgeport. He teaches SW 245: Child Welfare: Theory and Practice.

Brescia, Evy, MSW, earned a bachelor's degree in Social Work from Western Connecticut State University and an MSW from Southern Connecticut State University, School of Social Work. She teaches SW 260 Aging.

Ann Cook, LSW, earned a bachelor's degree in Social Work and an MSW from Marywood University. She teaches SW 215, Human Behavior and the Social Environment and SW 311, Practice III.

Courtney Cullinan, MSW, earned a bachelor's degree Social Science/Theater Arts from Providence College and an MSW from the University of Connectiuct. She teaches SW 210, Social Welfare as an Institution.

Meg Currie, MSW, LCSW, ACSW, earned a BS in Magazine Journalism and a BS in Environmental Design from Syracuse University, and an MSW from Columbia University. She teaches in the field sequence.

Nadine Dechausay, Ph.D., earned bachelor's degrees in Educational Services and Human Biology from Brown University, a master's degree in Criminology and a J.D. from University of Toronto, and a Ph.D. from New York University. She teaches SW 325, Senior Seminar on Social Policies and Issues.

April Moreira, MSW, earned a bachelor's degree in Social Work from Western Connecticut State University and an MSW from Fordham University. She teaches SW 200, Introduction to Social Work.

Sean Richards, MSW, earned a bachelor's degree in Psychology from the University of Rochester, and an MSW from Fordham University. He teaches SW 300, Social Work Research.

Joanne Santiago, MSW, earned a bachelor's degree in Communications from Eastern Connecticut State University and an MSW from the University of Connecticut. She teaches SW 220, Cultural Diversity.

Kristen Selleck, MSW, earned a Bachelor of Arts from Mount Holyoke College and an MSW from the University of Connecticut. She teaches SW 210, Social Welfare as an Institution.

Stephanie Shaughnessy, MSW earned a bachelor's degree in Social Work from Western Connecticut State University and an MSW from Fordham University. She teaches in the field sequence.

CSWE

COUNCIL ON SOCIAL WORK EDUCATION

2015

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master's Social Work Programs

CONTENTS

INTRODUCTION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015

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-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

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> It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

COMPETENCY-BASED EDUCATION

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

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> Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes; and

- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- engage in practices that advance social, economic, and environmental justice.

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

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

- use practice experience and theory to inform scientific inquiry and research;

- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services;

- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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, and are informed by program context.

Values

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

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, 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, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

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

1.0.2   The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

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

> "
> Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage 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.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

B2.0.1   The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2   The program 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.

B2.0.3   The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

M2.0.1   The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2   The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3   The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.1   The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2   The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3   The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4   For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

2.2.1   The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2   The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2   The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3   The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4   The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5   The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6   The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7   The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8   The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9   The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9   The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10   The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11   The program describes how its field education program 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.

IMPLICIT CURRICULUM

The implicit curriculum refers to the learning 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 and fair distribution 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 and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's 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 3.0—Diversity

3.0.1   The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2   The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3   The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1   The program identifies the criteria it uses for admission to the social work program.

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

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

3.1.5 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

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

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 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. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, 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, research, 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. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

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* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

B3.2.4   The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4   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.

3.2.5   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.

3.2.6   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.

3.2.7   The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance 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. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.1   The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.3.2   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.

3.3.3   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.

3.3.4   The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

    B3.3.4(a)   The program describes the baccalaureate 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 in social work preferred.

    B3.3.4(b)   The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

    B3.3.4(c)   The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

    M3.3.4(a)   The program describes the master's 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 master's program director have a doctoral degree, preferably in social work.

    M3.3.4(b)   The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(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 specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5   The program identifies the field education director.

3.3.5(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.

B3.3.5(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 post-baccalaureate or post-master's social work degree practice experience.

M3.3.5(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 post-master's social work degree practice experience.

B3.3.5(c)   The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c)   The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.3.6   The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—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 carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1   The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2   The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3   The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4   The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

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

3.4.6   The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1   The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.

- An explanation of how the program determines the percentage of students achieving the benchmark.

- Copies of all assessment measures used to assess all identified competencies.

4.0.2   The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3   The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4   The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5   For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Code of Ethics

of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code.*

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code.* If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

NASW CODE OF ETHICS[1]: ETHICAL STANDARDS
An Abbreviated Summary adapted by the
Department of Social Work
Western Connecticut State University

1.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01   Commitment to Clients
Social Workers' primary responsibility is to promote the well-being of clients (individuals, families,
groups, organizations, and communities).

1.02   Self Determination
Social Workers respect and promote the right of clients to self-determination (except when client's action or potential actions pose a serious, foreseeable and imminent risk to themselves or others).

1.03   Informed Consent
Social Workers should provide services only in the context of a professional relationship based, when appropriate, on valid informed consent.

1.04   Competence
Social Workers should provide services and present themselves as knowledgeable only within the boundaries of their education, training, license, certification, consultation received, supervised experience, and other relevant professional experience.

1.05   Cultural Competence and Social Diversity
a) Social Workers should understand diverse cultures and their function in human behavior.
b) Social Workers should be knowledgeable about, and seek to understand, the nature of social diversity and oppression.

1.06   Conflicts of Interest
Social Workers should be alert and avoid conflicts of interest.

1.07   Privacy and Confidentiality
Social Workers should respect clients' rights to privacy.

1.08   Access to Records
Social Workers should provide clients reasonable access to their own records.

1.09   Privacy and Confidentiality
Social Workers should not, under any circumstances, engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced, nor with former clients, nor with significant persons in a current client's life, nor provide clinical services to a person with whom he/she has had a prior sexual relationship.

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[1] National Association of Social Workers. (1996). Code of Ethics. Washington, D.C.; NASW.

1.10 Physical Contact
Social Workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact.

1.11 Sexual Harassment
Social Workers should not sexually harass clients.

1.12 Derogatory Language
Social Workers should not use derogatory language in their written or verbal communication to or about clients.

1.13 Payment for Services
Social Workers should ensure that their fees are fair, reasonable, and commensurate with the services performed.

1.14 Clients Who Lack Decision-Making Capacity
Social Workers should safeguard clients' interests and rights.

1.15 Interruption of Services
Social Workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, illness, disability, or relocation.

1.16 Termination of Services
Social Workers should terminate services to clients and professional relationships with them when such relationships are no longer required or no longer serve the clients needs or interests. Social Workers should assist in making appropriate arrangements for continuation of services when necessary.

2.   SOCIAL WORKERS' RESPONSIBILITY TO COLLEAGUES

2.01 Respect
Social Workers should treat colleagues with respect.

2.02 Confidentiality
Social Workers should respect confidential information shared by colleagues in the course of their professional transactions.

2.03 Interdisciplinary Collaboration
When members of an interdisciplinary team, Social Workers draw on the perspectives, values, knowledge and experiences of the social work profession and resolve differences through appropriate channels.

2.04 Disputes Involving Colleagues
Social Workers should not involve clients in disputes with colleagues.

2.05 Consultation
Social Workers should seek advice and counsel of colleagues whenever such consultation is in the best interest of clients.

2.06 Referral for Services
Social Workers should refer clients to other professionals when necessary. Social Workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referral social worker.

2.07 Sexual Relations
Social Workers should not engage in sexual activity or contact with supervisors, students, trainees, or other colleagues over whom they exercise professional authority or with colleagues when there is potential for conflict of interest.

2.08 Sexual Harassment
Social Workers should not sexually harass supervisors, students, trainees and colleagues.

2.09 Impairment of Colleagues
a) Social Workers with direct knowledge of a colleague's impairment, which interferes with practice effectiveness, should consult with that colleague and, when feasible, assist their colleague in taking remedial action.
b) Social Workers who believe that a colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory boards, and other professional organizations.

2.10 Incompetence of Colleagues
Social Workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague, when feasible, and assist colleague in taking remedial action.

2.11 Unethical Conduct of Colleagues
Social Workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues and to defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITES IN PRACTICE SETTINGS

3.01 Supervision and Consultation
Social Workers who provide supervision or consultation should be qualified to do so, should set clear appropriate and culturally sensitive boundaries, should not engage in relationships which have conflicts of interest or potential harm to other parties and should be fair and respectful in their work.

3.02 Education and Training
Social Work educators, field instructors or trainers should: instruct only within their areas of expertise, should be current in their field, should be fair and respectful, should

inform clients when services are provided by students, should avoid conflicts of interest in relationships with students and avoid situations where students are at risk for exploitation or potential harm, and should set clear, appropriate and culturally sensitive boundaries.

3.03   Performance Evaluation
Social Workers who evaluate the performance of others should be fair and considerate and base the evaluation on clearly stated criteria.

3.04   Client Records
Social Workers are responsible for maintaining client records that are accurate, timely and reflect services provided and must keep such records after termination of services for as long as the law requires.

3.05   Billing
Social Workers should establish and maintain billing practices that reflects who provided those services and the nature of those services.

3.06   Client Transfer
The needs of a client currently or recently receiving services elsewhere must be carefully considered before agreeing to provide services.

3.07   Administration
Social Workers should advocate for allocation of resources that is fair and non-discriminatory.

3.08   Continuing Education and Staff Development
Agencies should provide continuing educational opportunities.

3.09   Commitments to Employers
Social Workers should work within organizations to ensure that workers can adhere to The Code of Ethics, and to ensure efficiency and effectiveness of services.

4.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01   Competencies
Social Workers should accept work responsibilities based on competencies or intention to acquire that competency. They should remain current and base their practice on an emerging professional knowledge.

4.02   Discrimination
Social Workers' should not practice, condone, facilitate or collaborate with any form of discrimination.

4.03   Private Conduct
Social Workers' private conduct should not interfere with their ability to fulfill their professional responsibility.

4.04-06   Dishonesty, Fraud, and Deception; Impairment; Misrepresentation
Social Workers should not participate in dishonesty, fraud, and deception. They should not practice if personal problems or other impairments interfere with professional judgment and practice. They should seek consultation and take steps necessary to protect clients and others.

5.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01   Integrity of the Profession
Social Workers should work toward maintenance and promotion of high standards of practice based in knowledge, should add to the body of knowledge, and should promote and facilitate research.

5.02   Evaluation and Research
Social Workers should monitor and evaluate policies, implementation of programs and practice interventions. In doing research, willing consent of participants should be obtained, with due regard for their well-being, privacy and dignity.

6.   SOCIAL WORKERS ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01-02   Social Welfare
Social Workers should promote the general welfare of society, the development of people, their communities, and their environments. Social Workers should work toward social and economic justice, and should facilitate informed participation in shaping social policies and institutions.

6.03   Public Emergencies
In public emergencies, Social Workers should provide professional services.

6.04   Social and Political Action
a) Social Workers should engage in political and social action consistent with this Code of Ethics.
b) Social Workers should work to expand choice and opportunity for all people.
c) Social Workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally.
d) Social Workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, mental or physical disability.

DEPARTMENT OF SOCIAL WORK COURSE POLICIES INCLUDING ACADEMIC HONESTY POLICY ON PLAGIARISM AND CHEATING

I.   COURSE POLICY

A.   Course Syllabi

In each course, a syllabus will be distributed specifying learning objectives and course expectations.

B.   Exam and/or Assignment Schedules

Dates of scheduled exams and due dates for written assignments shall be explicit and distributed in writing, early each semester.

C.   Course Grades

1.   The weighting of exams and other assignments in determining grades shall be explicit and distributed in writing early each semester.

2.   Communication Skills: "Clear evidence of proficiency in written and oral communication skills" is an explicit criterion for acceptance to Junior Year Standing and to the Senior Year Field Practicum. This requirement will be maintained in all social work courses. It is expected that all written assignments will be typewritten (unless otherwise noted by the professor) and carefully proofread for clarity, proper use of grammar and correct spelling.

3.   Incompletes: By University policy, should a final exam or assignment be unavoidably missed or delayed, **it is the student's responsibility to formally request a grade of Incomplete** (I). This is done by submitting a request form (obtained from the Department Secretary or Office of Continuing Education) to the instructor, who indicates what work is outstanding and what future grades may be assigned. The student and Department keep a copy; a third copy is submitted to the Registrar by the instructor. [Note that the instructor *may not* initiate an Incomplete grade.]

If the *Incomplete* is not resolved by the sixth week of the semester the student is next in attendance or if the student does not return after one year, the grade will be changed automatically by the Registrar to the lower grade indicated by the instructor.

II.   ACADEMIC HONESTY

A student in the University is required to demonstrate honesty in carrying out his or her academic assignments. This obligation is consistent with social work values, and therefore, is expected behavior in all social work classes. **Academic Honesty prohibits cheating on oral or written materials submitted for academic evaluation and plagiarism on papers.**

Plagiarism is offering the work of someone else as one's own. To avoid plagiarism, it is essential to credit sources whenever someone else's ideas or words are used. The Department of Social Work follows the guidelines of the APA (American Psychological Association) for in-text citation and full referencing of sources used in academic work. For guidelines on how to give such credit properly, please refer to any writing handbook for the APA (American Psychological Association) documentation style.

The following are the University's Academic Honesty Policy and Procedures.

ACADEMIC HONESTY POLICY

1. **PURPOSE**
   This is Western Connecticut State University's (WCSU) policy on Academic Honesty

2. **POLICY**
   2.1 Principles
   2.1.1 Academic Honesty Code
   As stated in the university catalogs, "A student has an obligation to demonstrate honesty in carrying out his/her academic assignments" (page 38, 2005-2006 Undergraduate Catalog; p. 31, 2006-07 Graduate Catalog)

   2.1.2 Faculty Responsibility
   Faculty members are responsible for knowing the principles and procedures of the Academic Honesty Policy, and for enforcing the policy when academic honesty violations occur. Faculty members must also remind students of the Academic Honesty Policy and help them comply with it.

   2.1.3 Student Responsibility
   Students are responsible for maintaining the academic integrity of the University by following the Academic Honesty Policy. Students are responsible for doing their own work and avoiding all forms of academic dishonesty.

   2.2 Academic Honesty Violation
   The most common academic honesty violations are cheating and plagiarism. *Cheating and plagiarism are complex issues, therefore we offer the following definitions.*

   Cheating includes, but is not limited to:
   - Submitting material that is not one's own
   - Using information or devices that are not allowed by the faculty member.
   - Obtaining and/or using unauthorized material.
   - Fabricating information.
   - Violating procedures prescribed to protect the integrity of a test, or other evaluation exercise.
   - Collaborating with others on assignments without the faculty member's consent *(not be confused with tutoring in the university learning centers).*
   - Cooperating with or helping another student to cheat.
   - Having another person take an examination in the student's place.
   - Altering exam answers and requesting that the exam be re-graded.
   - Communicating with any person during an exam, other than the faculty member or exam proctor.

   Plagiarism includes, but is not limited to:
   - Directly quoting others without using quotation marks or indented format to identify them.
   - Using sources of information (published or unpublished) without identifying them. This can be one's own past work.
   - Paraphrasing materials or ideas of others without identifying the sources.

3. **2.3 Resolution of Academic Honesty Violations**
   A student involved in an academic honesty proceeding may continue to attend all classes until the matter is resolved.

2.3.1 Action Initiated by the Faculty member

If a faculty member believes a student has committed an academic honesty violation, the faculty member should complete the Academic Honesty Report (Appendix A). The faculty members will request a meeting with the student within five university calendar days (excluding Saturdays, Sundays, and holidays) to attempt to resolve the incident. As a result of this meeting, if the faculty member determines a violation has occurred, he or she should give the student a copy of two things: (a) this policy statement, and (b) the completed Academic Honesty Report (Appendix A).

The faculty member retains a copy of the Academic Honesty Report of this incident, and forwards a copy of the Academic Honesty Report to the faculty member's department chair, school dean, graduate dean (if applicable), and dean of students. The faculty member may assign a penalty; see section 2.5 below. If the faculty member is unable to contact the student, or if the student fails to meet with the faculty member, the faculty member may assign the penalty. If a penalty is assigned, the faculty member will send the student a copy of this policy statement and a completed Academic Honesty Report (Appendix A). The faculty member will send these documents by registered mail to the student's current mailing address on file with the University, and provide a copy to the faculty member's department chair, school dean, graduate dean (if applicable), and dean of students. The final grade for the course will not be recorded in the Registrar's Office until all of the student's rights to appeal have been exhausted.

2.3.2 Appeal Procedures

If the student does not admit responsibility for the incident or does not accept the penalty proposed by the faculty member, the student may appeal first to the faculty member's department chair, then to the dean of the faculty member's school, and then to the Senate Ad Hoc Committee on Grade Appeals. If the student does not appeal, the decision of the faculty member stands and a copy of the Academic Honesty Report will be forwarded by the faculty member's department chair, school dean, graduate dean (if applicable), and dean of students, where it will be filed for future reference.

4. ### 2.3.2.1 Department Hearing

Within five university calendar days (excluding Saturdays, Sundays and holidays) of the faculty member's notification to the student that a penalty has been assigned, the student may request a meeting with the faculty member and his/her department chair. This meeting should take place within five university calendar days of the student's request. As a result of this meeting, the department chair will complete an Academic Honesty Report (Appendix A) and with the consent of the faculty member, affirm, deny, or modify the original penalty assigned by the faculty member. Within five university calendar days of the meeting, the department chair will forward copies of the completed Academic Honesty Report to the student, the faculty member, and the school dean, the graduate dean (if applicable), and the dean of students. Copies of the report will be sent by registered mail (with return receipt) to his/her current mailing address on file with the University. Within ten university calendar days of the department chair's decision, the student or the faculty member may appeal the department chair's decision to the dean of the faculty member's school. If the decision is not appealed, the department chair will send a copy of the Academic Honesty Report to the faculty member's school dean, the graduate dean (if applicable), and to the Office of the Dean of Students, where it will be filed for future reference.

2.3.2.2 Dean's Review

Within five university calendar days an academic long semester (excluding Saturdays, Sundays and holidays) of the department chair's notification to the student that a penalty has been assigned, the student or the faculty member may submit a written appeal to the dean of the faculty member's school. This written appeal should ask the dean to review the department chair's decision and explain why the student or faculty member believes that the department chair's decision was wrong. Within ten university calendar days from the time the written appeal is received in the dean's office, the dean will determine if the department chair's action should be upheld or overturned and will communicate his/her decision in writing to the student by registered mail, and inform the faculty member, the department chair, the graduate dean (if applicable), and the dean of students. Within ten

university calendar days of the dean's decision, the student or the faculty member may appeal the dean's decision to the Senate Ad Hoc Committee on Grade Appeals (see page 37 of the 2005-2006 Undergraduate Catalog). If the decision is not appealed, the dean will send a copy of the Academic Honesty Report along with the results of the dean's review of the report to the student, the faculty member, graduate dean (if applicable), and the office of the dean of students, where it will be filed for future reference. Students may still be subject to further disciplinary action by the university through the student code of conduct, administered by the dean of students (or his/her designee).

2.3.2.3 Senate Ad Hoc Committee on Grade Appeals

If the student or faculty member is not satisfied, he/she may ask, within five (5) university calendar days (excluding Saturdays, Sundays and holidays) of receiving the school dean's decision, that the school dean contact the president of the university senate to convene the Ad Hoc Committee on Grade Appeals. The school dean shall forward the request (along with all relevant materials) to the senate president within five (5) university calendar days (excluding Saturdays, Sundays and holidays) of receipt. The dean also shall notify the provost/V.P. for Academic Affairs, in writing, that the senate is being asked to convene an ad hoc committee.

The Ad Hoc Committee on Grade Appeals shall be composed of three *members* of the instructional faculty in the ranks of tenured professors or tenured associate professors presently serving on the senate, *selected in alphabetical order each time the committee is appointed.*

The senate president shall appoint the ad hoc committee within five (5) university calendar days and shall notify the student and the faculty member of that fact. The senate president shall not discuss the details of the case with the ad hoc committee. The ad hoc committee will convene within five (5) university calendar days (excluding Saturdays, Sundays and holidays).

The committee shall consider the case and reach a decision within fifteen (15) university calendar days (excluding Saturdays, Sundays and holidays) of its convening by the senate president. Following its deliberations, the committee may deny, affirm or modify the appeal. The committee shall then forward its recommendation to the Provost/V.P. for Academic Affairs, who will implement the recommendation of the committee within five (5) university calendar days (excluding Saturdays, Sundays and holidays). The action of the Provost/V.P. for Academic Affairs shall be final and binding upon all parties, and shall be communicated by the Provost/V.P. for Academic Affairs to the student and the faculty member (with copies to the department chair, school dean, graduate dean (if applicable), and dean of students).

2.4 Maintenance of Academic Honesty Reports

The Office of the Dean of Students will maintain a copy of each Academic Honesty Report filed on a student until that student's graduation or permanent suspension of studies. Students will be assumed to have permanently suspended their studies at WCSU if they go five years without enrolling for any coursework. Faculty members or administrators investigating allegations of academic honesty violations may request that the Office of the Dean of Students release them any previous reports that have been filed on the student against whom the current allegations are being made.

2.5 Penalties

The penalty for an academic honesty violation on a significant course requirement such as a final copy of a term paper/project or final examination shall be an "F" for the course. The penalty for academic honesty violations in other coursework will be left to the discretion of the faculty member and may be modified upon appeal. When an academic honesty violation includes flagrant behavior, such as having a substitute take an exam or stealing an exam, the faculty member also shall refer the matter to the Office of the Dean of Students for disciplinary action pursuant to the CSU Student Code of Conduct. The Office of the Dean of Students also may initiate disciplinary action against a student with repeated academic honesty violations.

5. **REVIEW AND RESPONSIBILITIES**

Provost/V.P. for Academic Affairs and V.P. for Student Affairs
University Senate
President

Review: Every three years (and as needed)
President
Policy History
Issue #1: 2006
Issue #2:

BA: Social Work (122 S.H. required to complete the degree)

Name:_____ Adviser:_____

General Education Requirements (42 S.H.)

COMMUNICATION SKILLS (3 S.H.)*
Choose one of the following: COM 160 Public Speaking*, COM 161 Decision Making in Groups*, COM 162 Interpersonal Communication* **or** COM 163 Introduction to Communication Skills*

COM:	3	

WRITING INTENSIVE (W) *
All students must complete at least one writing intensive course. W courses can be found in several disciplines. The credits will be counted in the discipline associated with the course. *NOTE: WRT101 does not satisfy the writing intensive requirement.*

Writing Intensive*:	Y/N	

FOREIGN LANGUAGE
All social work majors must complete a foreign language requirement This may be done by completing a language at an elementary II level or above. Students who have completed three years of language in high school with at least a C average have satisfied this requirement. (For more info, click the link above.)

Foreign Language Requirement Met?	Y / N	

HUMANITIES (15 S.H.)
Including 3 of 7 fields: Communications, Fine and Applied Arts *(NOTE: Students may only use one studio course to satisfy this requirement)*, Foreign Language, Humanistic Studies, Literature, Philosophy, and History. You must complete courses in at least three areas. **NOTE:** *You must complete the foreign language requirement (Elementary II or higher) before counting Elementary I foreign language courses as Humanities credit.*

Elective:	3	
Elective:	3	
Elective:	3	
Elective:	3	
Elective:	3	

SOCIAL AND BEHAVIORAL SCIENCES (12 S.H.)

PSY 100 Introduction to Psychology**	3	
PSY 210 Child Psychology*, PSY 202 Abnormal Psychology*, PSY 211 Adolescent Psychology*, PSY 215 Psychology of Personality* **or** PSY 222 The Adult Years*	3	
ANT 100 Introduction to Anthropology	3	
ECO 211 Principles of Macroeconomics or ECO 107 Contemporary Domestic Economic Issues	3	

NATURAL SCIENCES, MATHEMATICS AND COMPUTER SCIENCE (10 S.H.)
Students must complete one lab science and at least one math or computer science course in this category. *NOTE: MAT 100 does not satisfy this requirement.*

MAT 110 Great Ideas in Math **or** MAT 120 Elementary Statistics	3	
BIO 100 Concepts of Biology **or** BIO 132 Human Biology	3 – 4	
Math/Computer Science/Science Elective	3-4	

HEALTH PROMOTION AND EXERCISE SCIENCES (2 S.H.)

HPX 177 Fitness for Life — Lecture	1	
HPX 177 Fitness for Life — Activity	1	

Major Requirements (53 S.H.)

PS 102 American Government**	3	
SOC 100 Introduction to Sociology**	3	
SW 200 Intro. To Social Work & Social Welfare Services**	3	
SW 210 Social Welfare as an Institution**	3	
SW 215 Human Behavior & Social Environment **	3	
SW 220 Cultural Diversity **	3	
SW 300 Social Work Research **	3	
SW 306 Social Work Junior Seminar **	3	
SW 309 Social Work Practice I **	3	
SW 310 Social Work Practice II **	3	
SW 311 Social Work Practice III **	3	
SW 315 Community Organizing Project I **	2	
SW 316 Community Organizing Project II **	2	
SW 320 Social Work Senior Field Practicum & Seminar **	6	
SW 321 Social Work Senior Field Practicum & Seminar **	6	
SW 325 Senior Seminar on Policy & Issues **	2	
SW 350 Senior Integrative Seminar **	2	

FREE ELECTIVES (27 S.H.)

Elective:		
Elective:		
Elective:		
Elective:		
Elective:		
Elective:		
Elective:		
Elective:		
Elective:		

*C or better is required for courses meeting the major requirements.

**C+ or better is required for courses meeting the major requirments.

Free electives offer an opportunity to complete a minor, study a second language, study abroad, or participate in an internship. Make a plan.

NOTES

BA: Social Work (122 S.H. required to complete the degree)
Four-Year Plan This is a sample sequence of courses. Other combinations are possible.

WESTERN CONNECTICUT STATE UNIVERSITY

Pre-requisites are in parentheses; see catalog for details.
Class standing by credit: Freshman: 0-29 credits; Sophomore: 30-59 credits; Junior: 60-89 credits; Senior: 90+ credits

FIRST YEAR (30 S.H.)

SEMESTER 1 (15 S.H.)			SEMESTER 2 (15 S.H.)		
WRT101 Composition I or Writing Intensive	3		Writing Intensive OR Free Elective	3	
MAT100 OR Gen Ed Math/CS (Math must be above 100 level)	3		Gen Ed Math/CS	3	
Gen Ed Humanities (Foreign Language recommended)	3		Gen Ed Humanities (Foreign Language recommended)	3	
Gen Ed: PSY 100 Introduction To Psychology	3		Gen Ed: ANT 100 Introduction to Cultural Anthropology	3	
SOC 100 Introduction to Sociology	3		Gen Ed: COM 160, 161,162 or 163	3	

SECOND YEAR (30-32 S.H.)

SEMESTER 3 (16-17 S.H.)			SEMESTER 4 (15-16 S.H.)		
SW 200 Introduction to Social Work & Social Welfare Services (SOC 100)	4		SW 200 Intro. To Social Work & Social Welfare Services or SW 210 Social Welfare as an Institution (SOC 100) *See Semester 3 if complete- free elective	3	
SW 210 Social Welfare as an Institution (SOC 100)	3		ECO 211 Principles of Macroeconomics or ECO 107 Contemporary Domestic Economic Issues	3	
Gen Ed: Humanities	3		Gen Ed: Humanities	3	
Gen Ed: PSY 202 OR PSY 210, PSY 211, PSY 215, PSY 222	3		Gen Ed: PS 102 American Government	3	
Gen Ed: Lab Science BIO 100 or BIO 132 or Free Elective	3-4		Gen Ed: Lab Science BIO 100 or BIO 132 or Free Elective	3-4	

THIRD YEAR (32 S.H.)

SEMESTER 5 (17 S.H.)			SEMESTER 6 (15 S.H.)		
SW 215 Human Behavior & Social Environment (SOC 100 and BIO 100 or BIO 132)	3		SW 215 Human Behavior & Social Environment or SW 300 Social Work Research* See semester 5 if complete-Free Elective	3	
SW 300 Social Work Research (SW 200 and MAT 100 or appropriate test score)	3		SW 306 Social Work Junior Seminar (acceptance to junior standing in major)	3	
Gen Ed Humanities	3		SW 309 Social Work Practice I (PSY 100 w/minimum grade of C+, acceptance to junior standing in major)	3	
MAT 110 Great Ideas in Math **or** MAT 120 Elementary Statistics	3		Free Elective	3	
SW 220 Cultural Diversity (SOC 100)	3		Free Elective	3	
HPX177 (Lecture and Activity)	2				
Complete a degree audit and plan for application for graduation					

FOURTH YEAR (30 S.H.)

SEMESTER 7 (13 S.H.)			SEMESTER 8 (16 S.H.)		
SW 310 Social Work Practice II (SW 309)	3		SW 311 Social Work Practice III (SW 310 and SW320)	3	
SW 315 Community Organizing Project I (acceptance to senior standing in major)	3		SW 316 Community Organizing Project II (SW 315)	2	
SW 320 Social Work Senior Field Practicum & Seminar (acceptance to senior standing in major)	1		SW 321 Social Work Senior Field Practicum & Seminar (SW 320)	6	
SW 325 Senior Seminar on Policy & Issues (PS 102, ECO 211 or ECO 107, senior standing in the major)	3		SW 350 Senior Integrative Seminar (Senior standing in the major)	2	
Free Elective	3		Free Elective	3	

The number of Free Electives available will vary based on your initial math and writing placement tests. MAT 100 and WRT 101 if required, count as elective credit.

Western Connecticut State University
Department of Social Work
Typical Major Courses Sequence Guide

For students matriculated as of August, 2009, and for transfer students & change of majors accepted after August, 2009

FIRST YEAR

Fall Semester

PSY 100 Intro. To Psychology (Pre-requisite for SW 305, SW 306, SW 309)
SOC 100 Intro. To Sociology (Pre-requisite for SW 200, SW 210,
    SW 215, & SW 220)
Foreign Language I (if needed)

Spring Semester

Communications (COM 160, 161, or 162)
ANT 100 Intro. to Cultural Anthropology
ENG 101 The Habit of Writing
Foreign Language II (if needed)

SOPHOMORE YEAR

SW 200 Intro. To Social Work &
    Social Welfare Services*   (Pre-requisite for all SW 300-level courses)
SW 210 Social Welfare as an Institution*
BIO 100 Concepts of Biology **or**
    BIO 132 Human Biology (Pre-requisite for SW 215)
PSY 202 Abnormal Psychology, **OR** PSY 210 Child Psychology,
    PSY 211 Adolescent Psychology, PSY 215 Psychology of
    Personality, PSY 222 The Adult Years

**Select one of the above PSY 200 level courses

SW 200 Intro. To Social Work &
Social Welfare Services*
SW 210 Social Welfare as an Institution*
PS 102 American Government (Pre-Req. for SW325)
ECO 100 Principles of Macroeconomics **or**
ECO 207 Contemporary Domestic
Economic Issues (Pre-Requisite for SW 325)

Complete University MATH competency:
MATH 100 (former MATH 114) or place out.
(Pre-requisite for SW 300)
Remember to complete a Writing Intensive (W)
Course

JUNIOR YEAR

SW 215 Human Behavior and the Social
    Environment*
SW 300 Social Work Research*
MAT 120 Elementary Statistics **or** MAT 110 Great Ideas in Math
SW 220 Cultural Diversity*

SW 215 Human Behavior and the Social
    Environment*
SW 220 Cultural Diversity*
SW 300 Social Work Research*
SW 305 Social Work Junior Field Practicum`
SW 306 Social Work Junior Seminar
SW 309 Social Work Practice I

SENIOR YEAR

SW 310 Social Work Practice II
SW 315 Community Organizing Project I
SW 320 Social Work Senior Field Practicum
    and Seminar
SW 325 Senior Seminar on Policies and Issues

SW 311 Social Work Practice III
SW 316 Community Organizing Project II
SW 321 Social Work Senior Field Practicum
    and Seminar
SW 350 Senior Integrative Seminar

Social Work Courses marked with an (*) are offered both Fall and Spring semesters. Consult your academic advisor for specific planning.

Foreign Language competency is required for B.A. in Social Work.

Revised for Fall 2009

Western Connecticut State University
Department of Social Work
Highly Recommended Electives

SW 245	Child Welfare	HPX 230	Drug Studies
SW 250	AIDS: A Social Work Perspective	HPX 253	Concepts of Diseases
SW/SOC 260	Aging	HPX 293	Cross Cultural Health and Healing
SW270W	Writing for the Human Service & Health Care Professions	HPX 315	Leisure & Recreation for Special Populations
AAS 100	The Black Experience in America	HPX 342	Global Health
ANT 202	Language & Culture	HPX 352	Mental Health
ANT/SOC 204	Culture & Personality	HPX 355	Human Sexuality
ANT/SOC 206	Culture & Law	HIS/AAS 219	African-American History & Culture
ANT/CTA 208	Intercultural Communication	HIS 246	Judaism
ANT/AAS 212	Peoples & Cultures of Africa	HIS 363	The American City
ANT/SOC 213	North American Indians	HIS 368	New York City: Its History & Culture
ANT/SOC 214	Peoples & Cultures of the Pacific	HIS 270	Christianity
ANT 222	Peasant Societies	HIS 281	Modern Middle East
ANT/SOC 232	Religion & Culture	HIS/PS 382	Contemporary Middle East
WS 236/ANT	Culture, Sex & Gender	HIS 383	Islam: A Religion and Civilization
ANT/SOC 322	Comparative Minority Relations	WS/HIS 320	Women & Leadership
ANT/SOC 330	Social & Cultural Theory	HUM 110	Moral Issues in Modern Society
ANT/SOC 340	Culture Change & Planning	JLA/SOC 201	Criminology
ANT 341	Cultural Resource Management	JLA/SOC 205	Juvenile Delinquency
COM 100	Library Research Methods	JLA 250	Family Law
COM/ANT 208	Intercultural Communication	WS/JLA 301	Women & Criminal Justice
COM 209	Introduction to International Communications	NWC	All courses
		WS/NUR 250	Women's Health Issues
COM 210	Nonverbal Communication	PHI 101	Introduction to Ethical Theory
WS/COM 211	Women, Language, & Communication	PHI 103	Introduction to Critical Reasoning
COM 212	Effective Listening	PHI 111	Ethical Issues in Health Care
COM 215	Family Communication	PS 104	World Governments, Economies & Cultures
COM 268	Public Speaking	PS 212	Policy Making Process in American Government
COM 348	Advanced Interpersonal Communication		
COM 362	Organizational Communication	PS 213	Politics and The Court
WS/COM 374	Women & the Media in the United States	PS 216	The American Presidency
ECO 101	Principles of Microeconomics	PS 217	The Legislative Process
ECO/PS 110	Introduction to Political Economy	PS 218	American State & Local Government
ECO 201	Comparative Economic Systems	PS 267	Recent American Thought
ECO 202	Labor Economics	SOC 200	Concepts of Race and Ethnic Relations
ECO 208	Contemporary International Economic Issues	SOC/JLA 201	Criminology
		SOC 202	Class, Status and Power
ECO 209	Urban Economics	SOC/ANT 204	Culture & Personality
WS/ECO 212	Economics of Gender	SOC/JLA 205	Juvenile Delinquency
ENG 227	Ethnicity and Identity in Literatures	SOC/ANT 206	Culture & Law
WS/ENG 334	Women Writers	SOC 210	Urban Sociology
WS/ENG 437	Topics in Literature by Women	SOC/ANT 213	North American Indians
EPY 203	Child Development in School	WS/SOC 221	Human Family Systems
EPY 204	Adolescent Development in School	SOC 225	Alternatives to Traditional American Families
EPY 405	Introduction to Special Education		
GEO/ENV 150	Urban Environment as a Human Ecological Problem	SOC 230	Sociology of the Community
		SOC/ANT 232	Religion and Culture
HPX 100	Health Promotion & Maintenance	WS/SOC 305	Contemporary Family Problems
HPX 163	Basic Disaster Services	SS 401	Fundamentals of Conflict Resolution
HPX 205	Nutrition & Health	SS 402	Mediation: Theory & Practice

PSY 200-level courses indicated in Social Work Program Sheet **and**

PSY 205	Social Psychology
PSY 217	Psychology of Women
PSY 219	Psychology of Men
PSY 241	Child Psycholpathology

Revised: Fall 2009

Examples of Agencies Offering Social Work Junior and S

Academy of Western Connecticut, Danbury, CT
Area Agency on Aging, New Haven, CT
Arms Acres, Carmel, NY
Bethel Health Care, Bethel, CT
Candlewood Valley Health Center, New Milford, CT
Catholic Charities, Bethel, CT Homeless Outreach
Catholic Family Services, Danbury, CT
Center for Human Development, Waterbury and Danbury, CT
The Children's Center, New Milford, CT
Community Resource Center, Danbury, CT
Connecticut Junior Republic, Waterbury, CT
Consolidated School, New Fairfield
Danbury Health Center, Danbury, CT
Danbury Public Schools, Danbury, CT
Danbury Regional Child Advocacy Center, Danbury, CT
Department of Children and Families (DCF), State of CT, Danbury, CT
Education Connection, Access School, Danbury, CT
Families Network of W. CT., Inc., Danbury, CT
Family and Children's Aid, Danbury, CT
Girl Scouts of Connecticut, Wilton, CT
Green Chimneys, Brewster NY
Headstart, Danbury, CT
Healing the Children, New Milford, CT
Jericho Partnership, Danbury, CT
Jewish Family Services, Southbury, CT
Laurel Ridge Health Care, Ridgefield, CT
MCCA, Danbury and Norwalk, CT
Masonicare at Newtown, CT
New Fairfield Senior Center, New Fairfield, CT
New Opportunities for Waterbury, Waterbury, CT
Norwalk Public Schools, Norwalk, CT
Nurturing Families Network, New Milford, CT
Office of the Public Defender, Danbury, CT
Putnam Community Action Program, Brewster, NY
Putnam-No. Westchester Women's Resource Center, Mahopac, NY
Regional Hospice, Healing Hearts, Danbury, CT
Ridgefield VNA, Ridgefield, CT
River Glen Health Care, Southbury, CT
St. Peter/Sacred Heart School, Danbury, CT
Staywell Health Center, Waterbury, CT
The United Way of Western CT, Danbury, CT
Volunteer Center, Danbury, CT
WCSU Child Care Center, Danbury, CT
WCSU AccessAbility Services, Danbury, CT
WCSU Western Connection, Danbury, CT
Waterbury Youth Services System, Inc., Waterbury, CT
YMCA, Regional, Danbury, CT

SAMPLE

WESTERN CONNECTICUT STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

STUDENT OPINION SURVEY

Course: SW _____ - _____   Semester: Fall _____ Spring _____Year _____

Instructor: _____

In order to revise and improve this course for the next time it is offered, we need your input. Please respond to the following using the instructions shown below. Your answers will be taken very seriously.

INSTRUCTIONS: ON THE GENERAL PURPOSE DATA SHEET, USE A #2 PENCIL, BLUE PEN OR BLACK PEN TO DARKEN THE NUMBERED CHOICE.

PLEASE USE THE FOLLOWING SCALE FOR ALL THE ITEMS

(A) Strongly Agree **(B)** Agree **(C)** Disagree **(D)** Strongly Disagree

1.   The course syllabus clearly stated the objectives, assignments, and course expectations

2.   The required readings were appropriate to course content.

3.   The assignments were relevant to the course objectives.

4.   The course content met the course objectives.

5.   The course assignments contributed to your understanding of course content. (readings, writing assignments, exercises, role plays, videos, exams, etc.)

6.   The atmosphere in the classroom was respectful of a variety of viewpoints.

7.   The course content was presented in a way that was conducive to learning.

8.   The professor inspired excitement and interest in course content

9.   The professor was prepared for class.

10.   The professor motivated the students to learn.

11.   The professor asked thought provoking questions.

12.   The professor had a sense of humor.

13.   The course drew on your knowledge from General Education courses.

14.   The instructor was available outside of class.

PLEASE WRITE YOUR COMMENTS ON THE GENERAL PURPOSE DATA SHEET, WRITE-IN-AREAS.

Area 1. What did you find most useful in this course for your professional development?

Area 2. What changes, if any, would you recommend in the assignments?

Area 3. Overall, what did you think of the course, and what recommendations do you have for improving the course?