



**Central Connecticut State University
Department of Social Work
Social Work Program**

Dear Pre-Social Work Major:

Thank you for your expressed interest in the social work major. The Department of Social Work faculty would like to welcome you to Central Connecticut State University (CCSU) community.

“Social work is a powerful tool for creative and powerful change in our world.” (NASW, The Power of Social Work Brochure). For over 100 years the social work profession through advocacy has changed lives, families and communities. As a profession, social workers have been leaders in many historic societal changes such as the civil rights movement. Social work is one of the fastest growing careers. Social work is about empowering the most vulnerable and oppressed in our society, eliminating social injustice, and providing “professional” services based on a solid foundation of social work values and ethics. If this is your goal, we extend an invitation to apply to the Social Work Program.

The Social Work Program is accredited by the Council on Social Work Education and is a special admissions professional program. As a social work major you will have a unique opportunity to be a part of a dynamic and challenging program that prepares you to enter the social work profession as generalist social work practitioners. Our curriculum provides you with beginning foundation of knowledge and skills to work with systems of all sizes – individuals, families, groups, communities and organizations. In addition, the program will provide you with a foundation in cultural competence as well as in the values and ethics of the social work profession. Volunteer field experiences (280 hours) and a Senior Internship (400 hours) provide you with the opportunity to work with diverse and at-risk populations groups (mentally or physically challenged) and to many fields of practice (Child Welfare) and agency settings.

To learn more about the CCSU Social Work Program, visit our web page at <http://www.ccsu.edu/social/work>. To find out more about the social work profession, visit the National Association of Social Worker web page www.socialworkers.org

We encourage you to stop by for a visit. The Department of Social Work is located in the Vance Academic Center. Have a great semester!

Sincerely,

Catherine R. Baratta, Ph.D., MSW, MPIA
Associate Professor of Social Work
Department Chair

Patricia Hensley, Ph.D., LCSW
Associate Professor of Social Work
Field Education Coordinator

Delia J. González Sanders, Ph.D., LCSW
Associate Professor of Social Work

Department of Social Work

Advisory Board Members

Raul Banos, LCSW, Roosevelt Middle School
Joyce Betts, MSW, Families in Crisis. Adjunct Faculty
Antonia Cordeiro, Ph.D., UCONN-School of Social Work, West Hartford
Vanessa Dorantes, Dept. of Children & Families, Adjunct Faculty
Joyce E. Everett, Ph.D. Smith College School of Social Work
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Eugene P. Hickey, Institute of Living, Hartford
Steve Karp, MSW, Nat'l Association of Social Workers, CT Chapter
Vivian Martin, Ph.D, CCSU, Dept. of English
Jose Ricardo Rivera, MSW, Capital Community College, Hartford
Ruth Sales, MSW Children's Trust Fund, Hartford
Sister Mary Alice Synkewecz, Collaborative Center for Justice, Inc.

Student Members:

Each year a new group of students are invited on. If you are interested please contact the chair.

Alumnae:

Abigail Amorim
Sonia Colon
Skye Garofalo, MSW, CT Dept. of Children & Families
Katherine Gebhardt, MSW, Klingberg Family Services
Alison Kelley, MSW, UCONN School of Social Work
Lorraine A. Libby, MSW, Gaylord
Kristin Stickney, MSW, Dept of Children & Families, Adjunct Faculty
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Faculty:

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Department of Social Work

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MA University of Connecticut

Department of Social Work

Social Work Program

Mission Statement

The mission of the CCSU Department of Social Work is to educate students for entry level generalist social work practice. We seek to provide students with a political, economic and social framework for understanding diverse and at risk populations with a focus on human oppression within a global context. Students learn culturally competent interpersonal skills, and theoretical and practice models for the purpose of identifying, assessing, delivering and evaluating social work services for various client systems. In this context, students will practice in accordance with the ethical principles of the social work profession. These include, but are not limited to, client self-determination, empowerment and self sufficiency, with a deep respect for client strengths.

Goals

In accordance to mission of the Department of Social Work:

1. Student graduates are prepared for entry level generalist social work practice.
2. Student graduates, through a liberal arts foundation, are prepared to pursue life long learning and professional development.

Objectives

1. Demonstrate competencies in social work knowledge, values, ethics and skills.
2. Practice with diverse client systems of various sizes with an emphasis on populations at risks
3. Develop a professional identity and an awareness of self as informed by the values and ethics of the social work.
4. Utilize and apply research, critical thinking and writing skills.

Revised October 23, 2007

Affirmative Action Statement

The Department of Social Work adheres to the University's Affirmative Action Policy which states in part:

“Equal opportunity is employment of individuals without consideration of race, color, religious creed, age, sex, marital status, national origin, ancestry, mental retardation, genetic information, sexual orientation, physical disability, learning disability, past or present history of a mental disability, or criminal record, unless the provisions of Sections 46a-60 (b) or 86a-81 (b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. Equal employment opportunity is the purpose and goal of affirmative action under Sections 461 -68-31 through 46a-68-74. The University will consistently review all practices and procedures to ensure full compliance with the spirit and letter of Section 46a-68j21 through 46a-68j-43 of the Administrative Regulations of State Agencies regarding Contract Compliance. “ [For the complete statement go to <http://www.ccsu.edu/page.cfm?p=1334>, select Affirmative Action/EEO Policy].

The Department of Social Work is committed to recruiting, admitting, and retaining students from diverse cultural groups. The faculty makes every effort to treat all students with respect and endeavors to handle all students fairly. Students in the Department of Social Work are strongly encouraged to think critically and to focus on self awareness, their own prejudices, and become sensitized to issues of race, color, religion, sex, sexual orientation, age, national origin, marital or veteran status or disability.

Further information is available from the Office of Diversity & Equity located in Davidson Room 102 (832- 1653).

Generalist Social Work Definition

The Central Connecticut State University (CCSU) Social Work Program's definition of generalist social work practice is informed by The Educational Policies of The Council on Social Work Education and is anchored in the purposes of the social work profession (Sheafor and Horjsi 2003, p. 87). The culturally competent generalist social worker is prepared to engage and work with a variety of client systems, especially those who are socially and economically isolated and populations at risk. Content on the populations at risk within the State of Connecticut which we provide are given special emphasis to include marginalized women, children and adolescents, Puerto Rican/Caribbean Basin Natives, African Americans, persons living with HIV/AIDS, persons with disabilities, refugees, new immigrants, gay men, lesbian women, bi-sexual and transgender individuals, older adults. Refugee populations include Bosnians, Kosovos, Laotians, Vietnamese, Mexican and Columbian. Immigrants include Jamaican, Haitians, Bahamian and Brazilian populations.

We believe that if students are trained to understand that life is dynamically interwoven by historical, social, political, and economic forces, then students will be able to comprehensively assess conditions and be prepared to work in a variety of practice environments and levels of intervention.

In addition by generalist social work we educate and train social workers to engage in intervention activities that link client systems with the resources necessary to respond and assist in resolving individual and social problems. We also train our students to become skilled in conducting needs assessments related to all system sizes, including individuals, families, groups, organizations and communities. We desire our students to become culturally competent and to be prepared to carry out a variety of social work roles including but not limited to advocate, educator, case manager and broker.

Introduction

The Social Work Major within the Department of Social Work is located in the School of Education and Professional Studies. Students receive a BA degree in Social Work at the end of four years. It has been our experience that graduates of the Social Work Program are well prepared for beginning generalist practice social work positions and admission in graduate schools of social work.

History

In 1977 the planning for a major in social work was initiated with the hiring of a single part-time MSW professor teaching three social work courses within the sociology major in the Department of Sociology in the School of Arts and Sciences. A minor in social work was created in 1980 with additional faculty hired and in 1982, the Social Work major/program was created. The steps towards accreditation by the Council on Social Work Education (CSWE) developed slowly over a ten year period. In 1994, with CSWE accreditation secured, the B.A. in Social Work staffed by two full-time and several part time professors became a reality. A third faculty member was hired in 1995. The Department name was changed to the Department of Sociology and Social Work in 1998. During the fall 2000 semester, the Social Work Program moved to new facilities in the Vance Academic Center. In May 2004, the Social Work Program became the Department of Social Work and under the School of Education and Professional Studies. The Department of Social Work is fully accredited by the New England Association of Schools and Colleges and the Council on Social Work Education. The Department of Social Work has evolved over a twenty-five year period to become one of four outstanding social work majors in the Connecticut State University system. The Department of Social Work/Social Work Program strives to remain current with emerging knowledge relevant to social work practice.

Social Work Program Directors & Chairs 1977-present

Barbara Sosnowitz, Ph.D., LCSW
Professor Emeritus of Social Work
Social Work Program Director 1982-1996

Barbara Schreier, LCSW
Associate Professor of Social Work
Field Education Coordinator 1980 - 1995
Social Work Program Director 1996-1997
(Deceased)

Barbara A. Candales, Ph.D., LCSW, MPH
Associate Professor of Social Work
Field Education Coordinator, 1995 -1997
Social Work Program Director & Chair
1997-2003

Patricia Henry Hensley, Ph.D., LCSW
Associate Professor of Social Work
Department Chair 2004-2007

Catherine R. Baratta, Ph.D, MSW, MPIA
Associate Professor of Social Work
Department Chair 2007- present

Why Study Social Work?

Q. What is social work? What do social workers do?

Social work is a profession for those with a strong desire to help people, to make things better, and to make a difference. Social workers help people to function the best way they can in their environment, deal with their relationships with others, solving personal and family problems, and to change conditions in the social environment that impede optimal growth and independence.

Most social workers specialize in a field of practice. The majority are employed in services in which they interact directly with clients. Others are involved in community organizing, policy development, conduct research, or are administrators and supervisors in the large network of public and private agencies that provide direct client services.

These are some Fields of Practice in which social workers are employed:

Child Welfare	Juvenile Justice
Developmental Disabilities	Mental Health Services
Family Counseling	Policy and Advocacy
Gerontology (Aging)	Public Welfare Services
Health Services	Recreation
Housing	Schools

And here are some Methods used by social workers:

Casework, with individuals and families	Administration
Group Work	Research
Community Organizing	Social Policy and Advocacy

Q. Why is a bachelor's degree in Social Work (BSW) useful?

Employment in human service fields is projected to grow much faster than average, with gerontology and child welfare particularly strong areas. *U.S. News and World Report* has continually identified social work as a top career choice, and the U.S. Dept. of Labor predicts an additional 20,000 social workers will be needed by 2010. More employers are seeking staff with specific training in client services and knowledge about social welfare systems, which social work programs provide.

A BSW degree prepares graduates for generalist social work practice, are able to apply their entry-level professional knowledge and skills in a wide variety of settings. The agency-based field training opportunities during college studies give graduates significant work experiences.

For those who want to deepen their skills in an area of specialization, a Masters degree in social work is advised. Courses earned in a BSW from an accredited undergraduate social work program are often transferable to graduate studies, replacing nearly one year of the typical two year Masters in social work degree.

Q. What's the value of studying social work instead of a related field such as sociology, psychology, counseling, or human services?

Social work is a profession that distinguishes itself through its own body of knowledge, values and ethics. While graduates of the study areas listed above may be in various states, be employed by social service agencies and perform many functions that a social worker does, their education and background knowledge is not distinctly that of a social worker. Social work education not only focuses on acquisition of knowledge and theory, but also requires that students have field experiences in the last year of a bachelor's program and in the two years of a master's program. This field experience provides students an opportunity to practice skills learned and to apply the knowledge and theory in actual practice settings.

Q. What types of courses does a social work major take?

Students begin their studies with a strong liberal arts background – writing and oral communication skills, sociology, anthropology, economics, and political science. They also take courses in social welfare services, social policy, human growth and behavior, research, and several methods of practice. At the upper-class level, they do several hands-on internships in human service agencies, applying what they are learning by providing client services under professional supervision.

Q. How can I find out more about what a social worker does?

There are several references for you to explore. A good overview of the profession is included in the Bureau of Labor Statistics *Occupational Outlook Handbook* (www.bls.gov/OCO). You can contact the National Association of Social Workers for more information (www.socialworkers.org). *The New Social Worker* magazine (www.socialworker.com) and *Social Work Today Magazine* (www.socialworktoday.com) offer many good articles for social work students and practitioners. The Council on Social Work Education (www.cswe.org/) is an excellent source for information on higher education standards and policies preparing students for a career in social work.

Many occupational outlook editions of common periodicals also discuss what social workers do (though not always accurately). You may want to see if your library has an introduction to social work textbook. Of course, nothing beats a one-on-one chat with a practicing social worker. Look in your local yellow or blue pages to find social workers and agencies near you. Your public schools and municipal departments of youth services have social workers on staff.

Social Work Major Overview

- The Social Work major is accredited at the undergraduate level by the Council on Social Work Education. Upon graduation students receive a Baccalaureate of Arts Degree (B. A.) in Social Work. The purpose of the Social Work major is to prepare students for beginning generalist social work practice. Social Work is a field that deals extensively with sensitive social issues and people's personal well-being; therefore, students will be carefully evaluated not only academically but for professional skill.
- The Department of Social Work operates under a selective admissions policy. That policy requires that students who have declared Pre-Social Work as a major must make a formal application for admission to the Social Work Major.
- There are three documents that are available to assist prospective, as well as currently enrolled students, The CCSU University Catalog, The University Student Handbook, and the BA in Social Work Major Student Handbook and Field Education Manual. You are urged to read these materials as all these documents are meant to clarify University as well as the Department of Social Work policies.
- In order for a student to be accepted into the Social Work Major, students must have applied and been accepted by Central Connecticut State University. Acceptance into the University **does not** automatically guarantee acceptance into the Social Work Major. All students must apply and be accepted into the major in a separate application process.

This handbook includes the Department of Social Work Admission Policy, along with a description of the application requirements and procedures. Application for the Social Work major must be submitted by MARCH 1st or OCTOBER 1st. Students must be accepted into the social work major prior to entering advanced social work courses. All necessary forms are included in the appendix section of this handbook, on the Department of Social Work web page and in the Department of Social Work office in Vance Academic Center, Room 3240500.

- There is a separate admissions process and eligibility requirements for the Social Work Field Education and Field Education Seminar. The field education application process takes place upon the completion of two practice courses, (SW 360 Generalist Social Work Practice with Individuals & Families & SW 361 Generalist Social Work Practice with Small Groups), and is described in this handbook.

We look forward to working with you toward your goal of becoming a Social Worker.

Social Work Curriculum

Major in Social Work, B.A.

The Social Work major is 51 credit hours comprised of 42 credits in Social Work core courses including: Social Welfare Policy I and II (SW 226, SW 426), Human Behavior in the Social Environment I and II (SW 227, SW 368), three Generalist Practice courses (SW 360, SW 361, SW 362), Research (SW 374), Field Education I and II and Field Education Seminar I and II (SW 450-453) and two social work electives; Nine credits of related courses including: Soc 110 or Anth 140; SW100 or Soc 111; Soc 233. Social Work majors are also required to complete the following as part of their general education requirements: Bio 111 or BMS 111, PS 110 or 230; Econ 200; and Stat 215. The University requires **122** credits for graduation. Note: This major does not require a minor.

Course Requirements for the Social Work Major

Ideally, a student knows they want to major in Social Work when they enter CCSU as a freshman. However, there are times when students transfer into the major/department from both inside and outside the University. These students must adhere to all academic requirements of the Department of Social Work.

The following is a sample sequence for Social Work required courses:

Freshman 1	Freshman 2	Sophomore	Junior	Senior
Soc 110 or Anth. 140	Bio 111/BMS 111 (Gen Ed)	SW 226	SW 360 SW 361	SW 362
SW 100 or Soc 111	Soc. 233	SW 227	SW 368	SW 450
Eng 110 (Gen Ed)	PS 110 or 230 (Gen Ed)	Econ 200 (Gen Ed)	SW 374	SW 451
Gen Ed *	Gen Ed *	Stats 215 (Gen Ed)	Gen Ed*	SW 426
		Gen Ed *		SW 452
Electives (6)	Electives (6)	Electives (6)	Electives (6)	SW 453
				SW Elective (6)

* "A total of 44-46 General Education studies, not including the foreign language requirement, must be completed as part of all baccalaureate degrees. Credits must be taken in each of four study areas and four skill areas" (See the CCSU Undergraduate Catalogue for a complete description of this policy). Students are responsible for being aware of the general education requirements. Once again, the University requires **122** credits for graduation.

Social Work Program Overview

The Social Work Program at CCSU has a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom and to assure availability of quality internship placements. Acceptance to the Social Work Program is based upon successful completion of specific courses, successful work and/or volunteer experience, potential for professional competence and demonstrated competence in writing skills. Meeting the minimum standards for admission does not guarantee acceptance to the Social Work Program. The Program reserves the right to admit a limited number of students each year.

Courses Required for Admission to the Social Work Program. *Grade of "C" or better is required.*

Bio 111 Introductory Biology or BMS 111 Cells and the Human Body

PS 110 American Government or PS 230 State and Local Government

SOC 100 Introductory Sociology or ANTH 140 Introduction to Anthropology

SW 100 Exploration in Social Work or SOC 111 Social Problems

SOC 233 The Family

SW 226 Social Welfare Policy & Services I (*prerequisite = SW 100 or SOC 111 and Soc110
or ANTH 140, and PS 110 or PS 230*)

SW 227 Human Behavior and the Social Environment I (*prerequisite =SOC 233, BIO 111 or
BMS 111*)

Social Work Major Requirements

(B. A. in Social Work)

Prerequisites:

For SW 226:

SOC 110/ANTH 140—Introduction Classes

SW100/SOC 111— Social Issues Classes

PS 110/PS 230—Government Classes

For SW 227:

BIO 111/BMS 111—Introductory Biology or BMS 111 Cells & The Human Body

SOC 233—The Family

For SW 362:

ECON 200—Principles of Economics I

For SW 374:

STAT 215—Statistics for Behavioral Sciences

Required Courses:

SW 226—Social Welfare Policy I

SW 227—Human Behavior I

SW 360—Individuals & Families

SW 361—Small Groups

SW 362—Families & Communities

SW 368—Human Behavior II

SW 374—Social Work Research

SW 426—Social Welfare Policy II

SW 450—Field Education I

SW 451—Field Education Seminar I

SW 452—Field Education II

SW 453—Field Education Seminar II

Electives:

Various social work electives are offered each semester. Students need to complete two of the following electives:

SW 436—Health and Social Work

SW 437—Child Welfare I

SW 438—Child Welfare II

SW440—Social Work Practice with African Populations

SW 441—Social Work Practice with Latinos

SW 442—Social Consequences of Immigration

SW 478—Special Topics in Social Work

Description of Core Social Work Courses

SW 100 Exploration in Social Work

For students with a strong desire to help people and facilitate social change to determine if they wish to pursue a career in social work. Students will be introduced to the full range of client and practice settings in the global context. Study Area 11

SW 226 Social Welfare Policy and Service I

Prereq: Soc 110 or Anth 140, SW 100 or SW 100 or Soc 111 and PS 110 or 230. Exploration of the historical background of social work and social welfare institutions in the United States and around the world; knowledge, values and practice skills that distinguish social work as a discipline. Field work required: 70 hours per semester. Pre-Social Work majors only.

SW 227 Human Behavior in the Social Environment I

Prereq: Bio 111 or BMS 111 and Soc 233. Examination of individuals, families and communities, taking an ecological perspective of the life span; various cultural, economic and ethnic factors that influence lives, application of social work values and how these relate to developmental tasks in a socio-political environment. Field work required: 70 hours per semester. Pre-Social Work majors only.

SW 360 Generalist Social Work Practice with Individuals and Families

Prereq: SW 226 and SW 227 and admission to Social Work major. Study of the delivery of direct service to individuals and families interacting within groups and communities; tasks and skills necessary for a generalist social worker to empower clients to modify and change their situations. Field work required: 70 hours per semester.

SW 361 Generalist Social Work Practice with Small Groups

Prereq: SW 226 and SW 227 and admission to Social Work major. Use of the small group as a resource for delivering direct service in the generalist social work practice; tasks and skills necessary for the social worker to use group process to empower clients. Field work required: 70 hours per semester.

SW 362 Generalist Social Work Practice with Organizations, and Communities

Prereq: SW 360 and SW 361. Interventions and strategies for assisting families, organizations, and communities in the context of generalist social work practice; tasks and skills necessary to bring about change in large systems. Recommended SW 450 and SW 451 or SW 452 and SW 453 be taken concurrently.

SW 368 Human Behavior and the Social Environment II*

Prereq: SW 227. The ecosystems framework provides the foundation to examine systems of all sizes – families, groups, organizations and communities. Special attention is given to the impact of human diversity, discrimination, and oppression in the context of these social systems. work It is recommended that SW 360 be taken concurrently.

SW 374 Introduction to Social Work Research

Prereq: Stat 215. Research knowledge and skills essential for beginning social work practice. Theory of social research, hypothesis testing, research design, sampling, data collection techniques, and ethical issues germane to social workers. Quantitative and qualitative research and the problem –solving model, associated with a research proposal applicable to social work practice, will be developed.

SW 426 Social Welfare Policy and Services II

Prereq: SW 360, SW 361 and Econ 200. Uses of policy analysis and planning as intervention strategies in generalist social work practice. Recommended that SW 450 and SW 451 or SW 452 and SW 453 be taken concurrently. Field work required.

SW 450 Field Education

Prereq: All other requirements for the major except SW 362 and 426 (may be taken concurrently with this course); completed field application and permission of Field Education Coordinator. Placement in a social work agency in the community for a minimum of 200 hours. Students are engaged in social work roles and activities which help them to develop generalist practice skills and knowledge. Must be taken concurrently with SW 451. (CSWE 2.1.1)

SW 451 Field Education Seminar I

Prereq: All other requirements for the major except SW 362 and SW 426 (may be taken concurrently with this course); completed field application and permission of Field Education Coordinator. Shared learning experience among all students placed in a community social work agency to provide an opportunity for information exchange in depth. Case processes and agency analysis are required. Social work philosophies, values and ethics in the social service delivery system are reinforced. Relevant readings, assignments and projects to help students integrate theory and practice. Must be taken concurrently with SW 450.

SW 452 Field Education II

Prereq: SW 450 and 451 and permission of Field Education Coordinator. Continued placement in a social work agency in the community for a minimum of 200 hours. Students are engaged in social work roles and activities which further prepare them for professional practice responsibilities. Must be taken concurrently with SW 453. (CSWE 2.1.1)

SW 453 Field Education Seminar II

Prereq: SW 450 and 451 and permission of Field Education Coordinator. Shared learning experience among all students placed in a community social work agency to provide an opportunity for information exchange in depth. Evaluation of practice and organized community outreach in the social service delivery system are reinforced. Relevant readings, assignments and projects help students integrate theory and practice. Must be taken concurrently with SW 452.

Social Work Electives

Two Social Work electives must be taken in order to complete the Social Work major requirements for graduation. The student may select from a variety of topics, some of which include: *SW 436 Health and Social Work*; *SW 437 Child Welfare I*; *SW 438 Child Welfare II*; *SW 440 Social Work Practice with African Populations* (fulfills and international requirement) *SW441 Social Work Practice with Latinos* (fulfills an international requirement); *SW 442 Social Consequences of Immigration* (meets international requirement). A sample of SW 478 Current Topics in Social Work include: *Experiential Learning in Villa El Salvador, Peru (study abroad)*; *Experiential Learning in Cape Town, South Africa (study abroad)*; *Social Work Perspectives on Mental Health & Addictions*; *Social Work and Aging*; *Social Work Practice in the Criminal Justice Field*.

Note: The Department of Social Work faculty will make every effort to keep students informed of any changes within the curriculum. However, students must take responsibility to keep up to date on changes. * Please Note: Change/addition to social work curriculum effective fall, 2007.

Council on Social Work Education

Educational Policies

&

Accreditation Standards

Council on Social Work Education EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels.

Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives.

Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards.

Accredited programs meet all standards.

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.1
 - M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
 8. Analyze, formulate, and influence social policies.
 9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
 10. Use communication skills differentially across client populations, colleagues, and communities.
 11. Use supervision and consultation appropriate to social work practice.
 12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

ACCREDITATION STANDARDS

1. Program Mission, Goals and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
- B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
 - M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.
- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
- 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
 - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.* Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
 - 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

- 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goal and objectives (Educational Policy, Section 2.0).
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 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.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
 - 3.0.5 The field education director has master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
 - 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

* This and all future references to "CSWE-accredited baccalaureate or master's social work degrees" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
 - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

- 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
- 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
- 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
- 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
 - B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
 - M4.2.1 The master's social work program has a minimum of six full-time faculties with master's social work degrees 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.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
 - M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
 - 5.3.1 The program has written policies and procedures concerning the transfer of credits.
 - M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.
- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying student's right and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.
- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

- 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engages in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8.0 Program Assessment and Continuous Improvement

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.



CCSU
Department of Social Work
Social Work Program

Policies & Procedures

Department of Social Work
Social Work Program
Admissions Policy and Procedures

Professionalism

Student professional behavior is an important part of their commitment to becoming a social worker. Students (Pre-Social Work and Social Work majors) are expected to adhere to the professional performance standard of the profession. These include the National Association of Social Workers (NASW) Code of Ethics (1996) and the NASW Standards of Cultural Competence (2001). Therefore, in both the classroom and the field students are expected to act in a professionally responsible manner, including attendance, promptness, and respect for the diverse opinions as well as tolerance for differences.

The Department of Social Work operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom, in field education and to assure availability of quality internship placements. The Department reserves the right to admit a limited number of students each year in accordance to CSWE. Acceptance into the University **does not** guarantee acceptance into the social work major. Students must apply and be accepted into the major when they have completed SW 226 and SW 227. **Meeting the minimum standards does not guarantee a student will be admitted to the major.** Application deadline for acceptance to the Social Work major is March 1st or October 1st.

The Department of Social Work utilizes the **Student Portfolio** to assess student preparedness to be admitted into the social work major. Students are required to complete a *Social Work Major Application* (see Appendix A) and "*Application to Social Work Major Pledge*" (see Appendix B). A set of *Student Portfolio Guidelines* (see Appendix C) identify the specific material required to support student request to be admitted into the social work major. A critical component of the Student Portfolio is a Personal Narrative. Eight *Portfolio Personal Narrative Questions* (see Appendix D) serve as the foundation in determining student potential for professional competence. The Department of Social Work faculty will individually review student portfolios. Each area of professional competence will be rated using a five-point scale (Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Poor). Potential for professional competence includes the following:

- In accordance with University Academic Standards and Regulations all “students are expected to maintain a cumulative GPA of 2.00 or higher to be in Good Standing. All students who fall below a 2.00 will receive notification of either an academic warning or pending dismissal from the Registrar’s Office” (2003-2005 CCSU Undergraduate University Catalog).
- Students admitted to the Social Work major MUST maintain an average of 2.50 or better in all social work courses. This includes all prerequisites.
- Satisfactory *Sophomore Volunteer Field Evaluations* must be included. *
- Awareness of Diversity & Populations at Risk (NASW Cultural Competency Standards) in social work practice.
- Demonstrated competence in writing skills. The *Pre-Social Work Assessment of Writing Competence* rubric (see Appendix E) will be used to assess one SW 227 paper and personal narrative as samples of your writing.

- Demonstrate Self-Awareness. Self Awareness “refers to an accurate perception of one’s own beliefs, attitudes, and behavioral habits and their usual effects on one’s decision making and behavior in social work practice” (Sheafor & Horejsi, 2003, p. 576).

*Transfer students meeting all requirements and prerequisites may apply where applicable. A *Transfer Student Field Experience and Service Learning Form* and *Transfer Student Reference Form* (see Appendix F and Appendix G) must be completed as part of the application process.

“It is possible that the student and/or instructor conclude that a student is not fully motivated toward an understanding of the professional, as well as the academic responsibilities this major requires. If a student does not meet academic or professional standards (as a Pre-Social Work or Social Work major), he or she will be placed on provisional status. Written notification will be given and conditions for full completion of the major discussed with the student. Students will be given the opportunity to correct the problem(s); however, if the student does not demonstrate improvement, he or she will not be allowed to complete the major” (2003-2005 CCSU Undergraduate University Catalog). Students should review the grievance procedures outlined in the Social Work Major Student Handbook (See: *Academic and Professional Policy Expectations* and the *School of Education and Professional Studies Non-Educational Certification Programs Appeals Policies*).

- Students who have left CCSU or the Social Work major for two or more semesters must reapply to the social work program. This means they must submit an application to the major and submit a current **Student Portfolio**.

Transfer Policy

The Department of Social Work does not accept courses taught on a 100 level as equivalent 300-400 level courses. One hundred level courses are accepted as general electives unless they specifically apply to social work, in which case they may be accepted under the category *electives* on the social work curriculum sheet.

Social work courses taught at other accredited programs are evaluated for content before being accepted for a core course. Careful review of syllabi to discern compatibility of required content of the core courses transferred is undertaken by the faculty member teaching the course. The Department Chairperson may serve as a second reviewer. When there are questions regarding a course to course transfer, or in meeting the course objectives, the program may take the opportunity to call the College or University where the course was taken for further clarification.

For students transferring within the Connecticut State University System a transfer evaluation is carried out by the admission office after a student has been accepted in consultation with the Department Chairperson. Students are referred to the CCSU University Catalog for specific details. Social work students are expected to meet the 2.0 GPA in any prerequisite course for the major and must have a 2.5 GPA in major courses. Field Education experience credit given by other Social Work Programs is accepted only as elective credit in the Social Work major. There are no means through which a student can obtain credit for courses in the Social Work major on the basis of credit by examination, life experience, work experience, or non-collegiate sponsored instruction.

Credit for Life or Work Experience Policy

The Department of Social Work does not grant credit for either life or work experience in lieu of any social work courses or the field education. Students who have completed social work courses from CSWE accredited programs will have their materials reviewed on a case-by-case basis to determine comparability with the CCSU Social Work major requirements.

Department of Social Work
Social Work Program
Academic and Professional Policy Expectations

The following section describes academic and professional standards prescribed by The Department of Social Work and the University. It also includes procedures for student grievances and appeals. Students entering the Social Work Program take courses with the expectation of continuing in the program until graduation. However, it is possible that a student may encounter difficulty in one of the following areas and may need to delay or terminate their continuance in the major. The following includes a list of the standards expected of social work majors along with the procedures that are followed if expected standards are not met. The following areas are covered in this section: 1. Scholastic and ethical Academic Standards; 2. Personal conduct. If there is difficulty in the following areas a student may be advised to leave the program and find another major at the University.

SOCIAL WORK MAJORS should read and become familiar with the **Statement on Rights, Freedoms and Responsibilities of Students** and the Policy on **Academic Misconduct and Alcoholic Beverages and Other Drug Policies** and Policy Regarding Racism and **Acts of Intolerance** in the Central Connecticut State University Student Handbook.

Standards

1. Scholastic and Ethical Academic Standards, Social Work Program and University
 - a. Students must meet academic standards
 - b. Students demonstrate the ability to complete class or field assignments promptly or in a professional manner
 - c. Students attend the University continuously, not allowing two unattended semesters to accrue
 - d. Students will follow the Academic Misconduct Standards adopted by the University Senate. (See University Student Handbook)

2. Ethical Standards relating to Personal Conduct
 - a. Student demonstrates professional competence and behavior in the class and field as defined by the NASW Code of Ethics. The code is a definite set of behaviors that students are expected to follow.
 - b. Demonstrates knowledge of the NASW Cultural Competence Standards (2001) and to adhere to the standards.

Procedures for difficulty with academic standards, scholastic and personal conduct in the Social Work Program

Problem:	Procedure
In Class room	Meets with course instructor, appeals to Department Chair, then appeals to Program Appeals Board, and finally to Dean of The School of Education and Professional Studies.
At Field Agency	Meets with field instructor and faculty liaison, appeals to Department Chair and Program Appeals Board within two weeks. Final Appeals to Dean of The School of Education and Professional Studies
University &	Meets with Department Chair then Program Appeals Board within two weeks

University Grade Requirements

University policy requires students to earn a cumulative academic grade point average of at least 2.0 GPA to receive a bachelor's degree from the University. Students whose GPA drops below 2.0 are placed on academic probation or dismissed from the University.

The Social Work Program requires students to have an overall GPA of 2.0 and a minimum of C in all prerequisite courses required for the major. This includes all prerequisites: SOC 110 or ANTH 140; SW 100 or SOC 111 and SOC 233; PS 110 or 230; BIO 111 or BMS 111; STAT 215, and ECON 200. In addition students admitted to the major must maintain a GPA of 2.5 or better in all social work courses. If a student falls below this requirement for the Social Work Major they are placed on probation by the Department, and will not be able to enroll in SW courses, and have a semester to bring their grade point average up in Social Work courses. Students will be informed by letter of their change in status.

Each professor provides a grading system for the courses they teach. In courses where five hour volunteer experience is required (SW 226, SW 227, SW 360 and SW 361) agency supervisors are responsible for meeting with the student to complete the Sophomore/Junior Volunteer Experience Evaluation (see Appendix L) and mailing the evaluation to the Social Work Department. In Field Education I and II the Field Instructors are responsible for recommending a grade to the Faculty Liaison. The final grade assignment is the responsibility of the Faculty Liaison based on the field education objectives and assignments outlined in the syllabus and the evaluative criteria established in the Field Education Evaluation (see Appendix P). Social Work Majors must maintain an average of 2.5 or better in all social work courses.

Standards relating to Ethical Academic Scholastic standards- Please refer to the Academic Misconduct Policy published by the University and also available on the University Web Site. (Adopted 2001) (see Appendix ff - School of Educational and Professional Studies Non-Educational Certification Appeals Policies)

Personal Conduct: Ethical Standards

Social work students must inform the Department of Social Work Chairperson as soon as possible following any arrest or violation of any of the above University Policies.

All students are required to purchase a copy of the NASW Code of Ethics upon entering the Social Work Program. Ethical and responsible conduct is expected of social work majors in all activities including classroom, fieldwork (including clients, co-workers and supervisors), in the University and the community. Behavior that is not in agreement with the Code of Ethics will be considered a violation of the standards and will be subject to review by the Department of Social Work faculty and may result in dismissal. See summary of procedures above.

Grievance Policy and Procedures

Conferences are scheduled at any time it is felt that students are not meeting academic standards or demonstrating professional behavior. Students and faculty will agree upon how to improve these and a specific time when a demonstrated change must take place. If students can not meet

the program requirements, they will be helped in selecting another major. Students can appeal these decisions in writing to the Chair, Dept. of Social Work.

Students have access to the social work faculty if they wish to express their suggestions, criticisms, or complaints about the program or their individual treatment. Office hours are posted in the department and listed in all social work syllabi. Students are routinely informed of the formalized procedure that exists to deal with grievance matters. In addition, the University Student Handbook specifies policies on student rights and responsibilities, judicial procedures and grade appeals.

See Appendix ff School of Education and Professional Studies Appeals Policy.

Academic Advising Procedures

The Department of Social Work views social work education as an evolving developmental process gradually leading students towards achieving the goals of the Social Work Program (Department) upon completion of their education. Movement from pre social work status to social work major is an important component of student assessment and development. Students are expected to:

- Become well rounded social workers through a selection of liberal arts courses that serve as a foundation for living and practicing in their community, state, and region. This we believe will motivate students to see themselves as life long learners with specific attention to their continued development within the social work profession.
- Become social workers with a commitment to practice with diverse and at risk populations and understand their role in promoting social and economic justice.
- Become entry level generalist social work practitioners.

The academic and professional development advising process provides pre social work majors and social work majors the best opportunity to attain the program goals by students taking responsibility for planning their education with the guidance of social work faculty. The faculty see themselves as role models and mentors which is reflective of the parallel learning process within social work education. To insure smooth transition through University general education requirements, prerequisite courses and social work major courses student and advisor complete an advising contract. This includes courses students may take each semester as well as requirements students must complete to move forward in the social work curriculum and to graduate. Both student and advisor sign the contract. One copy is given to the students and the other remains in the student file (See Student Handbook and Field Manual, Appendix I).

The academic and professional advising process is carried out by faculty within the Department of Social Work. Academic advising involves assisting students in assessing their aptitude and motivation for a career in social work. In addition, social work faculty participates in evaluating applications to the social work major. It is expected that all students take responsibility for making sure all paper work (such as course substitution forms, course transfer credit and graduation requirements) are complete. Advisors are available to advise students on the social work major requirements. However, faculty place emphasis on student responsibility for and diligence in meeting all university requirements for graduation.

The academic advising procedures include:

- 1) First year students (effective 2009) will meet with their assigned advisors, as provided by the university, from the *Center on Advising and Career Exploration (CACE)* located in Willard Room 100; Telephone: (860)-832-1615
- 2) Incoming transfer students (Pre-Social Work majors) will meet with the Chair of the department upon acceptance to CCSU. Call the main office to set up an appointment, Telephone: (860) 832-3129. Whenever possible, incoming transfer students are to schedule an appointment with a social work faculty member at least one (1) semester prior to acceptance to begin the advising process.
- 3) Pre social work students and social work majors are to meet with a social work faculty member during the official two (2) week advising period. Students are encouraged to sign up for an appointment on a faculty members' doors beginning a week prior to the advisement period. Students are to bring an up-to-date *degree evaluation* available via Pipeline. Students will receive their pin numbers at the conclusion of the meetings which will allow them to register.
- 4) Students will be given a detailed social work curriculum sheet and must sign a *Student Pre-Social Major Advisement Contract* (see Appendix H) indicating their understanding of the prerequisite requirements for the social work major.
- 5) Upon enrollment in SW 226 or SW 227, the BA in Social Work Student Handbook and Field Education Manual will be provided to each student. This Student Handbook provides a history of the social work degree, background information and articulates The Department of Social Work procedures and policies required of pre-social work and social work majors. In addition all documents necessary to be admitted to the major and field education will be provided.

Student Advisement Files

Student advisement files are kept in the Department of Social Work office in Vance Academic Center, Room 3240500 Telephone: (860) 832-3129.

The materials kept in student files may include the student's application to the Social Work major, personal narrative(s), curriculum guides, advising contracts, application for the senior field practicum, the student's field evaluation forms from all field experiences, advising notes, all correspondence between the student and advisors which faculty deems important and which indicate professional and academic competence.

The advising file is open to the student's review upon request. The information in the file is viewed as material helpful to the student and the advisor and is not meant to be harmful in any way. Students are encouraged and required in some instances to keep their own personal copies of documents.

Files are maintained for a period of **three** years after completion of the Social Work Program for purposes of referring graduates to job opportunities, informing alumni of events or writing letters of references.

Vehicle Policy

Students are **NOT** encouraged to use their own or the agency vehicles to transport clients. If agencies require driving, students must be informed of their personal liability in case of an accident **IN WRITING**. Students must agree to these terms and write a letter to the agency stating such with a copy to the Chair of the Department of Social Work. If a student is under the age of eighteen a parent must sign.

Safety Policy

Human Service agencies are not immune to workplace violence. Often social workers deal with disgruntled clients and are in positions of power to influence decisions made regarding our client's lives. We strongly recommend that students be aware and alert for the potential for violence in their placements. Discuss with agency supervisor the safety policy, procedures and strategies that are in effect at the agency. In addition:

- **Be alert.** Be aware of both verbal and non-verbal cues that can indicate growing agitation of clients.
- **Exercise good judgment.**
- **Always be aware of your surroundings.**
- **Trust your instincts.**
- **Report any concerns to your field supervisor or other agency personal and CCSU Department of Social Work field coordinator and/or faculty member.**

Students Rights And Opportunities Policy

The Council on Social Work Education Accreditation Standard 5.5 stipulates, "The program has policies and procedures that specify students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interest."

The Central Connecticut State University (CCSU) Student Handbook identifies the many committees and advisory boards through which a student can become involved in having an impact on the development and implementation of policy as a student representative of the Student Government Association.

The faculty of the Department of Social Work also encourages students to participate in formulating and/or modifying policies that impact them as pre-social work and social work majors. Participation in this process can be accomplished by providing oral or written critique, suggestions, or feedback through the Social Work Club, the Phi Alpha Honor Society, or as student representatives of the Department of Social Work Advisory Board (See Advisory Board List, page 6). Individual students interested in discussing current policies or procedures with the social work faculty are also encouraged to do so. New policies or procedures under consideration will first be reviewed by the groups previously mentioned, announced and discussed in class to elicit student input.

Policies and procedures that may be of interest to the social work student body include:

- Academic and Professional Policy Expectations
- Academic Advising Procedures
- Student Advisement Files
- Social Work Major Admission Policy and Procedures
- Transfer Policy
- Credit for Life or Work Experience Policy
- Academic and Professional Policy Expectations
- Counseling Out and Termination from the Social Work Program Procedures
- Grievance Policy and Procedures
- Field Education Component of the Program
- Criteria for Acceptance into the Field Education/Seminar
- Policy for the Use of Employment as Field Education
- Vehicle Policy
- Safety Policy

Student Organization and Services

The Student Social Work Club is a student organization recognized and funded by the University. The Social Work Club sponsors meetings, social service projects, and helps organize and fund the annual Four State Universities Undergraduate Social Work Conferences. All pre-Social Work and Social Work majors are eligible and encouraged to actively participate.

Phi Alpha Honor Society is a national honor society for Social Work students. The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

An undergraduate student is eligible for membership after achieving the following national requirements and meeting local chapter requirements:

- a. Declared social work as a major.
- b. Achieved sophomore status.
- c. Completed 9 semester hours of required social work courses.
- d. Achieved an overall grade point average of 3.0 (on a 4.0 scale).
- e. Achieved a 3.25 grade point average in required social work courses.
- f. Local chapters may establish higher eligibility requirements.

Students admitted to the Phi Alpha Honor Society must sign a pledge (see Appendix J).

National Association of Social Workers (NASW). Students are encouraged to join NASW. The student membership fee is reasonable and includes a subscription to SOCIAL WORK and national and state newsletters. There are many valuable membership services and professional activities afforded by belonging to this professional organization.

Additional social work professional organizations providing student membership:

- National Association of Black Social Workers (NABSW)
- National Association of Christian Social Workers
- Association of the Advancement of Social Work with Groups
- Association of Community Organizations and Social Administration (ACOSA)
- Connecticut Society of Clinical Social Work
- International Federation of Social Workers
- School Social Work Association of America

Campus Student Services: There is a wide range of student services on the CCSU campus such as The Prevention and Counseling Center, The Women's Center, Career Services, The Learning Center, The Writing Center, the Central Access & Student Development and the Office of Special Student Services. Students should refer to the CCSU website and their University Student Handbooks.

Sosnowitz Prize

This award is named after Dr. Barbara Sosnowitz, the first Program Director of the Social Work Program upon her retirement. Recipients of this award must be a graduating senior. Students, field instructors or faculty may nominate a student for this award. A narrative must be submitted identifying how the student meets one of the guidelines. The guidelines to be considered for the Sosnowitz Prize are significant contribution to the practice of social work as demonstrated by one of the following:

- Creation of an original program which benefits clients
- Improvement of an existing program which benefits clients
- Demonstration of exceptional devotion to clients
- Academic scholarship is not a criterion.

(see Appendix K for Sosnowitz Prize Application)

