

Creighton University Department of Social Work



Student Handbook

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Preface

The Department of Social Work developed this Student Handbook for the benefit of potential students interested in pursuing a career in social work and for those students who are currently social work majors. The Handbook contains valuable information about the mission of the Social Work Department, social work course descriptions and prerequisites, procedures for admission and advancement through the program, program credit hour requirements, and procedures to apply for field practicum. Please feel free to review the contents of the Handbook and if there are any questions, please do not hesitate to contact the Department of Social Work
<http://puffin.creighton.edu/Swk/index.htm>.

G.H. Grandbois, Chair

Brief History

Creighton University was founded in Omaha, Nebraska, in 1878. It is a private, coeducational institution operated by the Society of Jesus, an order of Roman Catholic priests. The campus occupies 108 acres northwest of the downtown area. There is a student body of about 7,000 students and a full-time faculty of 667 and 804 part time faculty. Both the faculty and student body are drawn from many geographic, religious, and ethnic backgrounds.

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

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

Non-discrimination Policy

Creighton admits qualified students and hires qualified employees without regard to race, color, age, national or ethnic origin, disability, sex, marital status or religion. Its education and employment, policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. The University is taking affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam-era. The University Affirmative Action Director has been delegated the responsibility for coordination of the University's equal rights efforts.

It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, Administration Building, Room 232, or by telephone (402)280-3084.

Profession of Social Work

[The National Association of Social Workers](#), defines social work as "the professional activity of helping individuals, families, groups or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to that goal."

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

This interaction may include such professional social work roles as case worker, medical social worker, school social service worker, group home supervisor, residential counselor, youth worker, drug and alcohol

counselor, client advocate, residential home administrator, community organizer, community economic development coordinator, and program evaluator.

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

Department of Social Work

The Department of Social Work is located within the College of Arts and Sciences with offices in the Administration Building, Room #437. The Social Work department is administered by the Department Chairperson with faculty members contributing to overall educational policy direction. In addition, the department is sustained by the Faculty/Community/Student Council which meets regularly during the semester to review curriculum and departmental issues. The faculty-as-a-whole deals with departmental policy issues. A Personnel Committee is selected by the faculty and is convened when a faculty search is conducted.

Students who apply to the social work department are processed through the departmental Admissions Committee composed of full-time and adjunct faculty.

Faculty

G.H. Grandbois, DSW, University of Utah, MSW; University of Minnesota-Duluth. Experience in social service administration, planning, community organization, political advocacy and child welfare. Teaches Economic, Politics and Social Welfare, Social Welfare Policy, Macro Social Work Practice, Economics Politics and Social Welfare, Issues of the Native American Experience.

Barbara Harris, Ph.D., University of Nebraska at Lincoln ; MSW, University of Nebraska at Omaha. Experience in social service administration, child welfare, family intervention, clinical practice and case management. Teaches Introduction to Social Welfare, Social Work Practice, Field Practicum Seminar, Women: Progress & Process, and the senior capstone course Children and Poverty. She also serves as Field Practicum Coordinator.

Francis Origanti, Ph.D. Catholic University, M.S.W. Loyola College, India. Experience in social child welfare, Adoptions, Policy, and International Social Work. Teaches Introduction to Social Welfare, Economics Politics and Social Welfare, Human Behavior and Social Environment, Social Welfare Policy, Also serves as a Faculty Preceptor for the Ratio Studiorum Program.

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

Mary Ann Greene-Walsh, M.S., C.S.W, L.M.H.P

Tim Connors, M.S.W., University of Nebraska—Lincoln, NE

Cathy Jesus, M.S.W. University of Nebraska - Omaha

John Witchger, M.S.W. Barry University, Florida

Rhonda Kodad, Senior Administrative Assistant.

Social Work Mission, Goals, Objectives & Outcomes

Broadly, the mission of social work education is to prepare students for professional social work practice. Advancement of this broad purpose is brought about through the integration of social work knowledge, values and skills. As a professional program, social work is driven by the enhancement, promotion, restoration and maintenance of social functioning of individuals in all dimensions of society. Specifically, the purpose of social work practice is to enhance the problem-solving and coping capacities of people, link people with systems that provide resources, services and opportunities, promote the effective and humane operation of these systems and contribute to the development and improvement of society (Adapted from Pincus and Minahan, *Social Work Practice: Models and Methods*, 1973). Finally, the mission of the Department of Social Work is to serve as a linkage between professional social work education and the philosophy underlying Jesuit education.

Goals

- I. To prepare students for beginning level generalist social work practice with individuals, families, small groups, organizations and communities.
- II. To prepare students for practice with diverse populations.
- III. Promote professional identities incorporating social work ethics and values.
- IV. Prepare students for continued professional growth and development.
- V. Understand and apply the knowledge and skills for professional social work practice.

Objectives

The student will be able to:

1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends.
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities.
3. Understand and apply social work values and ethics in the context of professional practice.
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision.
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system.
6. Analyze social policies and services effecting clients, social workers, and social agencies.
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice.
8. Understand and assess professional practice through the application of qualitative and quantitative research methodology.
9. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations.
10. Apply the strengths perspective when working with individuals, families, small groups, organizations and communities.

11. Apply critical thinking skills when working with individuals, families, small groups, organizations and communities.

Outcomes

1. Involve client/system in data collection process.
2. Involve other service providers and agency colleagues in data collection.
3. Observe client/system and able to relate observations to situation.
4. Analyze and interpret client information in a purposeful manner.
5. Record interactions and observations in usable form.
6. Involve client/system in finding a solution problem/condition.
7. Involve other service providers in finding a solution to the client problem/condition.
8. Identify client/system goals.
9. Select appropriate social work approaches for the client, agency or community intervention.
10. Evaluate the effectiveness of intervention applied to client/system.
11. Educate and enable client/system to use problem solving.
12. Use unique strengths and personal resources of client/systems.
13. Provide appropriate support to client/system.
14. Use professional self appropriately in empowering client/system.
15. Facilitate the interaction among and between client and systems.
16. Utilize appropriate resources/systems to help client find solution to problem/condition.
17. Clarify objectives and procedures for client/system in referring to the most appropriate service opportunity.
18. Facilitate communication between client/system and service providers.
19. Share information that could improve/develop service/resource opportunities.
20. Mediate problems between client/system and service providers.
21. Use appropriate ethnic sensitive and gender approaches (when applicable).
22. Use existing services and resources appropriate to diverse populations including women.
23. Apply appropriate professional and ethical standards when assessing diverse and oppressed populations.
24. Participate in needed changes in policies, procedures or legislation impeding service provision to vulnerable populations.

25. Use professional self appropriately in working with diverse populations.
26. Utilize agency policies and structures to improve service delivery.
27. Contribute to agency/community planning and policy making.
28. Participate in agency/community activities improving service provision.
29. Use appropriate tactics and professional roles in effecting change.
30. Relate to colleagues and targets of change professionally and ethically.
31. Involve appropriate client/systems in identifying and planning social change efforts.
32. Use personal power and influence appropriately in social change.
33. Work effectively with colleagues in initiating and supporting social change efforts.
34. Analyze community needs.
35. Develop community support for social change efforts.
36. Use appropriate instruments to measure the degree of change following an intervention (includes individual client, organization or community).
37. Use a variety of data collection methods in planned change process.
38. Interprets effects of change efforts.
39. Assess impact of change efforts and plans strategies based on the assessment.
40. Involve other relevant actors in assessing change efforts.
41. Evaluate the effectiveness of own practice knowledge and skills
42. Use feedback from supervisors effectively.
- 43 Use feedback from colleagues and client population effectively.
44. Attend professional workshops and conferences and uses current professional literature.
45. Set appropriate professional goals.
46. Participate in professional organizations (includes student professional organizations).
47. Involved in continuing education programs.
48. Involved in activities supporting professional standards and ethics.
49. Use own practice experience to contribute to the knowledge base of the social work profession.
50. Collaborate and support other professionals.

Requirements for Bachelor of Social Work Degree

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

I. Core Curriculum 61-64 hours

II. Social Work Requirements 41 hours

III. Prerequisite; Co-requisite Courses 18-21 hours

IV. Electives 7-10 hours

NOTE: Course credit is not given for life experience.

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

*Students who receive a grade below a "C" in any pre-requisite or co-requisite course must re-take the course. This includes: ANT 341, BIO 149, PSY 111, SOC 101, SOC 202, PSY 211, SOC 302.

College of Arts and Sciences Core Curriculum Requirements

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

Theology, Philosophy, & Ethics (18 hours)

THL 100: Religious Inquiry (3 hrs)

Scripture (THL 2XX) (3hrs)

Christian Theology (THL 3XX)(3hrs)

God and Persons (PHL 3XX) (3hrs)

Senior Perspective (3hrs) (3hrs)

Cultures, Ideas, & Civilizations (18 hours)

History 101: History of Modern World (3hrs)

Non-Western World (HIS 1XX) (3hs)

PHL 107; Hist. & Crit. Intro West. Phl. (3hrs)

CLC/ENG 120; World Lit. I - pre 1600 (3hrs)

ENG 121: World Lit. II - past 1600 (3hrs)

International & Global Studies (list) (3hrs)

Natural Sciences (7 hours)

ATS/BIO.CHM/EVS/NSC/PHY

Must have one lab

Social Sciences (6 hours)

ANT/ECO/PLS/PSY/SOC

must be from two different fields

Skills (12-15 hours)

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

Mathematics (3hrs) *social work majors meet this requirement with SOC 202 or PSY 211. If students take PSY 211 they are required to take an additional math class.

Writing Intensive Courses

SWK 275

SWK 301

COM 152; Comm. Decision Making or Studio /Performing Arts (3hrs)

Department of Social Work Requirements

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

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

SWK 275 (f) Human Behavior and the Social Environment I (3 cr.hrs.)

SWK 276 (s) Human Behavior and the Social Environment, II (3 cr. hrs.)

SWK 300 (s) Economics, Politics and Social Welfare (3 cr.hrs.)

SWK 345 (f) Basic Social Work Skills for Generalist Practice (4 cr.hrs.) Pre-Field experience in community required (32 hrs.)

SWK 377 (s) Social Work Practice with Individuals and Families (3 cr.hrs.)

SWK 401 (f) Social Welfare Policy (3 cr.hrs.) or PLS/SWK 339 Public Policy and Poverty in the United States

SWK 429 (f) Social Work With Groups (3 cr.hrs.)

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

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

SWK 473 (s) Social Work Practice With Organizations and Communities (3 cr.hrs.)

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

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

Pre-requisite/Co-requisite Courses

ANT 341 (s) *American Cultural Minorities

BIO 149 (s/sm) Human Biology

PSY 111 (f/s) Introduction to Psychology

SOC 101 (f/s) General Sociology

SOC 212 (s) Quantitative methods in the Social Sciences (3 cr. hrs.)

SOC 214 (f) Statistics for the Social Sciences (4 cr. hrs.)

* SWK 365 Issues of the Native American Experience may be substituted for this course.

Social Work Electives:

SWK 262 Introduction to the School System
SWK 274 (f) Introduction to Working with Children
SWK 299 Addictions: Substances, Processes and People
SWK 300 Economics Politics and Social Welfare
SWK 335 Federal Indian Policy and Law
SWK 365 Issues of the Native American Experience (Can be used as a Global, Non-western category in the Core Curriculum)
SWK 366 (sm) The Status of Women: Progress and Process
SWK 369 Insurance Coverage for the Health and Human Services
SWK 371 Social Work Issues
SWK 375 Working with the Elderly
SWK 376 (s) Family Violence
SWK 409 Race and Gender Relations: Moral and Ethical Dilemmas
SWK 422 Children of Poverty: An Interdisciplinary Perspective
SWK 430 The Value of Children
SWK 433 Introduction to Working With Adolescents
SWK 477 Social Work Management and Supervision – Strategies and Techniques
SWK 501 Conducting Needs Assessments and Social Programs
SWK 505 Methods and Strategies for Working with Families and Support Personnel for Exceptional Children and Youth
SWK 511 Grant Writing
SWK 521 Program Evaluation for Non-Profit Organizations
SWK 541 Introduction to the School System
SWK 571 Working with Troubled Families
SWK 573 Mediation and Conflict Resolution for Health and Human Service Professionals

Electives (7-10 hours)

Social Work Course Descriptions

- SWK 261 Introduction to Social Welfare (3) I, II**
The course introduces students to the concepts, theories, and practice of school social work in the elementary, middle, and high school levels. An overview of the history and development of school social work is presented in lecture and interactive group discussions. Additionally, a field experience with a practicing school social worker is required and arranged by the instructor. P: SWK 261.
- SWK 262 Introduction to the School System (1) I**
Evaluating the success of a program or policy is important to non-profit and public social service agencies. The purpose of this course is to help students create a program evaluation plan for a social welfare program or policy. Students will use the problem-solving process to evaluate whether a program or policy is meeting its goals or needs modification in order to accomplish its objectives.
- SWK 274 Introduction to Working with Children (3) I**
Definition and description of child welfare as a field of practice. Child welfare problems are examined from the perspective of remedial services. P: SWK 261.
- SWK 275 Human Behavior and the Social Environment I (3) I**
Examination of the relationships among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior as it relates to social work practice: focus on individuals, families, small groups, formal organizations and communities. P: PSY 111; SOC 101 or IC. CO: SWK 261; BIO 149.

- SWK 276 Human Behavior and Social Environment II (3) II**
Overview of course: This course is the second in a two-semester sequence in which students examine the dynamic interaction between individuals and their environments, focusing on small groups, organizations, and communities. The course utilizes a critical perspective to assess the application of social systems theory, theories of social interaction, and other theories used in macro social work practice. Infused throughout the course is an appreciation of human diversity. P: SWK 261, SWK 275.
- SWK 299 Addictions: Substances, processes and People (3)**
Selected addiction theories and treatments are reviewed including substance addiction (alcohol, drugs), process addiction (gambling, sex, food, internet), and relationship addictions. Students examine the role of social workers, other professionals and friends in recognizing and managing addictive behaviors, and explore their own beliefs and values using a systems perspective.
- SWK 300 Economics, Politics and Social Welfare (3) II**
This course examines the structure, function and interaction of economics, politics and social welfare. Fundamental study into the nature and scope of U.S. economics and political systems as they affect the theory and practice of social welfare. P: SWK 261.
- SWK 335 Federal Indian Policy and Law (3)**
This course investigates the relationships between Native Americans and the Euro-American in terms of how the Natives were perceived and the impact this has had on Colonial and Federal policies relating to Native populations. Emphasis is on the historical, political and cultural aspects of the relationship.
- SWK 339 Public Policy and Poverty in the United States (3) AY**
Government policies and programs affecting the poor in the United States. Issues include various elements of welfare programs and policies, entitlement programs such as Medicare and Social Security, problems of intergovernmental activity in administering social welfare. Examination of various critiques of social welfare policy and a review of reform proposals. Role of organized interests and public support relative to programs affecting the poor. Skill development includes policy formulation and analysis. P: PLS 121 or So. stdg.
- SWK 345 Basic Social Work Skills for Generalist Practice (4) I**
Introduction to the ethical and theoretical base from which generalist social workers practice. Brief overview of the methods employed by social workers providing services. Pre-Field experience in community required (32 hrs.). P: SWK 275; or IC; SWK major.
- SWK 365 Issues of the Native American Experience (3) I, S**
Examination of Native American culture and values, social institutions and social systems. Presentation of issues emanating from being Native American. Consideration given to understanding the Native American experience from an historical perspective as well as the contemporary viewpoint. P: So. stdg.

- SWK 366 *The Status of Women: progress and Process* (3) II**
Examines the historical, social, economic and political content of women's issues. Explores concepts of feminism and sexism in contemporary society. Current social issues will be examined in relation to present and future generations of women. P: Jr. stdg.
- SWK 369 *Insurance Coverage for the Health and Human Services* (1) I**
Course is intended to survey the range of public and private insurance opportunities specifically focusing on insurance for the poor. Emphasis is on implementation of insurance and policy guidelines, eligibility, requirements, and application processes. The course is intended for health and human service professionals including social workers, nurses, and other mental health professionals. P: SWK 261.
- SWK 371 *Social Work Issues* (3) I**
Social work issues are examined in terms of both their historical development and their implications for current social work practice. Topics vary from semester to semester.
- SWK 375 *Working with the Elderly***
Presentation of information concerning the theory and practice of social services to the aged. Study of both institutional and community settings.
- SWK 376 *Family Violence* (3) II**
An exploration of the problem of family violence in American society. Issues raised by violence on the family examined from the legal, social welfare and criminal justice perspectives. P: SWK 261.
- SWK 377 *Social Work with Individuals and Families* (3) II**
Provides basic knowledge of theory and practice skills for intervention by social workers with individuals, families, and small groups. P: SWK 345 or IC; SWK major.
- SWK 401 *Social Welfare Policy* (3) I**
Examines the process of social policy development with a focus on the more vulnerable populations. Social policy will be placed in a historical and a social context. Includes skills needed for policy formulation and analysis. P: SWK 261, SWK major (For SWK 300 students may substitute either PLS 101 or PLS 121 and either ECO 203 or ECO 205).
- SWK 409 *Race and Gender Relations: Moral and Ethical Dilemmas* (3) S**
This course explores the multiple-faceted experience of being a person of color, a specific gender and immigrants in the United States. Institutional forces (economic, educational, familial, political and social welfare) are examined that influence the structure and status of persons of color, immigrants and women and men. Emphasis is understanding the diversity of the United States and the connections between and among race, gender and class and their complexity. Ways to better understand and interact are presented in addition to ways to foster social change. P: Sr. stdg.
- SWK 422 *Children of Poverty: An Interdisciplinary Perspective* (3) S**
An interdisciplinary course addressing a variety of issues concerning children of poverty in America including policy, justice, and ethical issues related to economics, health, law, mental health, family, housing, and education. P: Sr. stdg.
- SWK 429 *Social Work With Groups* (3) I**
Introduces students to the theory, concepts and experience in the development of group dynamics and effective group skills. Stresses development of practice skills and strategies to achieve effective group facilitation. P: SWK 345 or SWK major.

- SWK 430 *The Value of Children* (3) II**
 Interdisciplinary, integrative course designed to help students explore and evaluate personal, community, institutional, and global values as they pertain to the needs and rights of children. It is intended to promote interdisciplinary understanding as well as interdisciplinary cooperation.
- SWK 433 *Introduction to Working With Adolescents* (1) I, II**
 This course is designed to offer students a basic understanding of the adolescent stage of development. The course examines changes during adolescence, how these changes impact the individual, the family, and the broader social context in which adolescence occurs. Exploration of cultural and gender differences as it relates to this life stage, and how these variables impact our understanding of adolescence. Selected clinical approaches and therapeutic modalities are presented. P: SWK 261.
- SWK 460 *Field Practicum Seminar* (3) I, II**
 Seminar designed to integrate theories and skills learned in the classroom with their application in field experience. P: SWK 345; Sr. stdg. CO: SWK 429, 461; SWK Major.
- SWK 461 *Field Practicum I* (4) I, II**
 Students are placed in community agencies delivering social welfare services for practical application of the theory and skills acquired in the classroom. On-site supervision provided by the agency and group supervision provided on campus. P: SWK 345, Sr. stdg. CO: SWK, 429, 460; SWK Major.
- SWK 473 *Social Work Practice With Organizations and Communities* (3) II**
 Provides basic knowledge of social work intervention at the organizational community level. Study of procedures and skills in community organizing and developing and implementing programs. P: SWK 345 or IC; SWK Major.
- SWK 477 *Social Work Management and Supervision – Strategies and Techniques* (1)**
 Designed to enable students to understand the knowledge base required for organizational management and to apply it in a manner consistent with social work values. Theory application and administration/supervisory skill building within human service non-profit social work settings are examined and applied. P:IC.
- SWK 480 *Field Practicum Seminar II* (1-3) I, II**
 Seminar designed to integrate theories and skills learned in the classroom with their application in field experience. P: SWK 460, 461; Sr. stdg. CO: SWK 481; SWK Major.
- SWK 481 *Field Practicum II* (4)**
 Students are placed in agencies delivering social welfare services for practical application of the theory acquired in the classroom. On-site supervision provided by the agency and group supervision provided on campus. P: SWK 460, 461; Sr. stdg. CO: SWK 480; SWK Major.
- SWK 493 *Directed Independent Readings* (1-6)**
 Survey of literature related to a topic in social work not covered in student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; DC.
- SWK 495 *Directed Independent Study* (1-6)**
 Student-initiated project on a focused topic in social work, utilizing library materials and involving close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; DC.

- SWK 497 Directed Independent Research (1-6)**
Student-initiated empirical project on a focused topic in social work, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; SOC 212; DC.
- SWK 501 Conducting Needs Assessments an Social Programs (1) OD**
The purpose of this course is to provide beginning skills in planning and conducting needs assessments to determine whether there is sufficient need to justify the funding of a new human service program. The course is designed to guide students step-by step through the needs assessment process, from understanding the purpose and goals of the needs assessment to collecting, analyzing, and disseminating information so that decisions can be made about developing and/or funding programs.
- SWK 505 Methods and Strategies for Working with Families and Support Personnel for Exceptional Children and Youth (3) I, II, S**
Course designed to address the needs of families of exceptional children and youth and train the support personnel who work with exceptional children. P: Jr. stdg.
- SWK 511 Grant Writing (1) OD**
The course focuses on teaching beginning skills in grant writing. Students will have an opportunity to apply problem solving knowledge to the development of a social service grant. Students may bring grants they are working on or they may complete a "training" grant during the course.
- SWK 521 Program Evaluation for Non-Profit Organizations (1) OD**
Evaluating the success of a program or policy is important to non-profit and public social service agencies. The purpose of this course is to help students create a program evaluation plan for a social welfare program or policy. Students will use the problem-solving process to evaluate whether a program or policy is meeting its goals or needs modification in order to accomplish its objectives.
- SWK 571 Working with Troubled Families (3) S**
Designed to give participants an understanding of family dynamics; why troubled families remain troubled; how intervention can help a family overcome its difficulties. Theoretical presentations and exercises relating to these presentations with opportunities for class discussion of both. P: Jr. stdg.
- SWK 573 Mediation and Conflict Resolution for Health and Human Services Professionals (3) S**
Inevitably in the practice of health and human services professionals are called upon to address conflict. However, for many professional conflict produces both personal and professional challenges. This course is designed to identify the elements of social conflict focusing on a variety of theoretical approaches for conflict resolution and to develop skills appropriate in a variety of professional settings. In addition, participants explore their own dominant mode of handling conflict and discuss discipline specific opportunities for application of a model. This course also explores cultural and gender aspects of resolving conflicts. Finally, participants are introduced to advances and innovations in conflict resolution. P: Jr. stdg.

Social Work Practicum Procedures

The primary objective of the field practicum sequence is to provide a supervised learning experience for students within a social service agency. Through a variety of social work roles, the students are able to integrate knowledge, values and skills with beginning level professional identity and generalist social work practice behaviors.

The field practicum sequence is:

SWK 460: Field Practicum Seminar I

SWK 461: Field Practicum

SWK 480: Field Practicum Seminar II

SWK 481: Field Practicum II

The field practicum experience is completed during the senior year. Students complete two semesters of practicum placement for a total of eight credit hours. Each semester is comprised of a minimum of sixteen hours per week for fifteen weeks, totaling 240 contact hours per semester. Students must take the concurrent field practicum seminar (3 credit hours) each semester of practicum. Students are required to read the Field Practicum Manual and sign an agreement.

The liability policy on students in placement is as follows:

1. If a student is harmed while in placement with an agency the University's commercial general liability coverage may respond if the University was deemed to be negligent.
2. The University medical professional liability policy does name the Department of Social Work.

Student Organization of Social Workers (SOS)

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

Admission, Advancement & Termination Policies

The mission of social work education is to prepare students for professional generalist social work practice. Advancement of this broad purpose is brought about through the acquisition and integration of social work knowledge, values and skills. The Department of Social Work is invested in and responsible for this educational process by its admission, advancement, and termination policies and procedures.

I. Admission Policies and Procedures

The University Bulletin-Undergraduate Issue (2006-2007) describes the general criteria for admission. Qualified students are admitted without regard to race, color, national or ethnic origin, disability, sex, marital status, or religion. Its educational policies, scholarship and loan programs, and other programs and activities, are administered without discrimination. It is also the policy of the University to make all programs and services available to all individuals with disabilities.

Criteria for admission as a Social Work major include:

1. Cumulative grade point average of 2.25
2. Completion of Application for Major form: This form is available online at <https://people.creighton.edu/~bjk79676/majorApp.php> (The form may also be obtained from the Office of the Dean or the Registrar's Office, College of Arts and Sciences.)
3. Completion of the formal application process to the Department of Social Work. This includes the application form, three letters of reference, and a five (5) page personal statement.
4. Completion of an interview with the Social Work faculty, if requested
5. Satisfactory completion of the following Social Work requirements:
 - Psychology 111 Introductory Psychology
 - Sociology 101 General Sociology
 - Social Work 261 Introduction to Social Welfare
6. Students are also expected to demonstrate effective oral and written communication skills in their personal statement and as evidenced is SWK 261.

The Social Work program requires a cumulative GPA of 2.25 or better for admission. While this GPA requirement is stricter than the requirement for majoring (GPA of 2.0) in most departments at Creighton University, it is felt that the professional role assumed by the graduate requires greater academic proficiency. This academic proficiency is necessary to integrate classroom materials, field placement experiences and social work professional values and ethics necessary for beginning generalist social work practice.

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

Transfer students must produce syllabi and the decision will be made by the Chair if the content is consistent with the Department of Social Work curriculum. Under no circumstances will Practicum and Practicum courses be transferred.

Students are notified of the admissions decision by an official letter from the Chair of the Social Work Department. Students who are not accepted, or are accepted conditionally, are requested to schedule an appointment with the Department Chair to discuss their situation. Students who are not accepted may appeal the decision by initiating the appeal process as outlined in the **Creighton University Student Handbook**. <https://people.creighton.edu/~bjk79676/majorApp.php> - LINK NOT THE RIGHT ONE

II. Advancement Policies and Procedures--Academic Reasons

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

A. Academic Performance-Advancement

1. The Creighton grading system is a 4.0 system with final grades assigned at seven levels: A=4.0, B+=3.5, B=3.0, C+=2.5, C=2.0, D=1.0, and F=0.0. Criteria for evaluating a student's academic performance and assigning a grade must be spelled out in the course syllabus.
2. It is University policy that a student must maintain at least a 2.0 G.P.A. to remain in good standing. Within the department, students must maintain a 2.25 G.P.A. in the major courses (including pre and co-requisite coursework). Failure to maintain a 2.25 G.P.A. in the major and/or receiving less than a "C" in a required Social Work course places the student on probation. If the cause for probationary status is not resolved in one academic year, the student will be dropped from the major. Students may reapply at a future date if the cause(s) for being dropped are resolved.
3. Evaluation of field performance is also graded on a 10.0 scale. Procedures and criteria for evaluating fieldwork placement are spelled out in the [Field Practicum Manual](#). Evaluation procedures include: a selection interview with the fieldwork instructor and supervisor a written contract between the student and the fieldwork supervisor; written evaluations by the supervisor; conferences with the student, supervisor and instructor; regular reports from the practicum instructor to the student; and a seminar with the practicum coordinator and fellow students where feedback reports are evaluated. A grade of "D" or "F" is unsatisfactory in any practicum and is grounds for dismissal from the program.
4. Students are also expected to demonstrate effective written and oral communication skills.

B. Academic Performance—Misconduct--Termination for academic reasons

Academic misconduct as defined by the Creighton University Student Handbook http://www2.creighton.edu/fileadmin/user/StudentServices/CenterforStudentIntegrity/docs/2006-07Student_Handbook.pdf include the following:

- "Unauthorized collaboration or use of external information during examinations.
- Plagiarizing or representing another's ideas as one's own.
- Furnishing false academic information to the University.

- Falsely obtaining, distributing, using or receiving test materials.
- Falsifying academic records.
- Falsifying clinical records or otherwise endangering the well-being of patients involved in the teaching process.
- Misusing academic resources.
- Obtaining or gaining unauthorized access to examinations or academic research materials.
- Soliciting or offering unauthorized academic information or materials.
- Improperly altering or inducing another to improperly alter any academic record.
- Engaging in any conduct which is intended or reasonably likely to confer one's self or another unfair advantage or benefit respecting an academic matter."

C. Advancement procedures

Students are considered advanced unless otherwise contacted in writing by the Department of Social Work.

1. A faculty member may, at any time, during the student's educational experience, file a written concern. However, while a faculty can file a concern during any time of the student's educational experience, the faculty members teaching the following courses must review every student for concerns about academic performance: SWK 261 Introduction to Social Welfare , SWK 275 Human Behavior and the Social Environment I, SWK 276 Human Behavior and Social Environment II, SWK 345 Basic Social Work Skills for Generalist Practice, SWK 361 Social Work With Groups, SWK 473 Social Work Practice With Organizations and Communities, SWK 377 Social Work Practice With Individuals and Families, SWK 460 Practicum Seminar, SWK 461 Practicum, SWK 480 Practicum Seminar, and SWK 481 Practicum. The faculty member is free to create any written mechanism(s) for this evaluation commensurate with the level, nature and scope of the course. If a concern arises while the student is enrolled in any of the above courses, the faculty member will file a written concern to the Department Chair. The Chair will then follow the procedures described in a, b, and c above.

2. If a faculty member (full and part-time) has a concern about a student's academic performance, the faculty member must write to the Chair of the Department describing the concern.

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

4. The student and advisor shall meet to discuss the concerns. If remediation is advised, a plan of remediation will be developed. The plan of remediation shall be in writing and signed by the advisor and student and placed in the student's file. If and when the concern is alleviated, the student's file will be expunged of all documentation relating to the concern.

5. If the student and advisor cannot resolve the concern to the satisfaction of both parties, the chair will convene the faculty of the department along with two community practitioners and one student to decide and take action on the faculty concern. The decision reached may be appealed through the process in the University Student Handbook.

Appeal Procedures for Academic Misconduct

The appeal process involves an appeal to the Dean of the College of Arts and Sciences. Formal appeals are made to the Dean who then requests the Educational

Policy Subcommittee of the Executive Committee, made up of elected faculty and students, to act upon the appeal and forward their recommendation of resolution to the Dean.

III. Termination Policies and Procedures--Non-academic reasons

A significant part of the social work profession is conducting oneself as a professional. Therefore the Department of Social Work adheres to and expects that students entering and advancing through the program will abide by the following policies of professional behavior and conduct. Students who violate these policies are subject to review for termination for non-academic reasons.

Professional behavior, as defined by the Department of Social Work, are the following expectations and behaviors.

Students unable to:

1. Identify and assess interactions of people within the social environment including making sound judgments and decisions.
2. Analyze social policy affecting the client, practitioner, agency and community systems.
3. Employ a planned change approach reflecting assessment, goals and alternative strategies leading to effective intervention on individual, environmental and systemic levels. This includes making sound judgments and decisions.
4. Assist and empower people to develop and use problem-solving, coping and networking capacities.
5. Link people with and assist in the development of resources, services and opportunities.
6. Employ sensitive generalist practice with diverse and oppressed populations, including women, gay/lesbian populations and ethnic/racial groups.
7. Promote and create effective, just and responsive service and resource systems.
8. Participate in social change efforts with others in response to community needs.
9. Evaluate the extent to which the objectives of the planned change efforts were achieved.
10. Evaluate and pursue one's own personal and professional growth and development including the appropriate use of supervision as a generalist practitioner.

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

The NASW Code of Ethics

I. Social Worker's Conduct and Compartment as a Social Worker

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

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

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

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

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

II. The Social Worker's Ethical Responsibility to Clients

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

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

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

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

III. The Social Worker's Ethical Responsibility to Colleagues

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

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

IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations

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

V. The Social Worker's Ethical Responsibility to the Social Work Profession

Maintaining the Integrity of the Profession--The social worker should uphold and advance the values, ethics, knowledge and mission of the profession.

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

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

VI. The Social Worker's Ethical Responsibility to Society

Promoting the General Welfare--The social worker should promote the general welfare of society.

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

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

IV. Procedures for Termination for Non-academic reasons

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

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

The chair will convene the faculty of the department along with two community practitioners to decide and act on the concern.

The decision reached may be appealed through the process in the University Student Handbook.

V. Termination Policy and Procedures—Appeal procedures

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

Termination from major status in the Department of Social Work may be appealed to the Chair of the Department. The Chair then appoints and convenes a committee of two faculty, one community practitioner and two students, who are acceptable to the petitioner, to review and act upon the appeal. The decision of this committee is binding.

Student Advisement

Ratio Studiorum

In the freshman year, advising is centered in the ratio studiorum program. Each new student is assigned an advisor who, with the aid of one upper-class student (decurion), conducts a one credit semester-long seminar designed to integrate the student into the college environment.

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

Major Advising

Once a student has been accepted into the department, he/she is assigned a major advisor by the Chairperson. Social work majors must be advised by social work faculty. The student may, however, request another advisor or a change of advisors and such requests are honored.

Social work advisors meet with the new advisee and familiarize the student with departmental requirements and expectations. Course sequencing for the program is discussed at this session. After mid-term grades are issued the student must make an appointment with her/his major advisor to discuss academic progress and to plan their academic program for the next semester. Regular advising hours are posted by all academic advisors and students are encouraged, and sometimes requested, to meet with their advisor on a more regular basis.

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

Withdrawal from the University

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

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

Student Records

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

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

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

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

Council on Social Work Education (fourth edition)

Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education

B1.0 Scope and Intent of the Curriculum Policy Statement

B1.1 This document sets forth the official curriculum policy for the accreditation of baccalaureate (BSW) programs of social work education by the Council on Social Work Education. It supersedes all prior statements of curriculum policy for the baccalaureate program level.

B1.2 The Curriculum Policy Statement establishes mandates for minimum requirements for the curricula of baccalaureate programs to be accredited by the Council. The policy statement specifies certain content areas and requires that they be logically related to each other, to the purposes and values of social work set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum design.

B1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

B2.0 Relationship to Accreditation Standards

B2.1 The Commission on Accreditation of the Council develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform with this Curriculum Policy Statement.

B3.0 Premises Underlying Social Work Education

B3.1 The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

B3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

B3.3 Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Doctoral programs are not accredited by the Council.

B3.4 Programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systematic communication with these individuals and groups.

B3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.

B3.6 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

B3.7 Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

B4.0 Purpose of Social Work

4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:

B4.1.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.

B4.1.2 The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

B4.1.3 The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.

B4.1.4 The development and testing of professional knowledge and skills related to these purposes.

B5.0 Purpose and Structure of Baccalaureate Social Work Education

B5.1 | The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.

B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice. Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession's knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree-granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.

B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.

B5.7 Graduates of a baccalaureate social work program will be able to:

B5.7.1 Apply critical thinking skills within the context of professional social work practice.

B5.7.2 Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

B5.7.3 Demonstrate the professional use of self.

B5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

B5.7.5 Understand the history of the social work profession and its current structures and issues.

B5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

B5.7.7 Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

B5.7.8 Analyze the impact of social policies on client systems, workers, and agencies.

B5.7.9 Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

B5.7. 10 Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

B5.7.11 Use supervision appropriate to generalist practice.

B5.7. 12 Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

Liberal Arts Perspective

B5.8 A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective.

B5.9 A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person.

Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct

knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

B5. 10 Determination of whether students have acquired a liberal arts perspective is left to the judgment of each social work program's faculty. Each program must clearly explicate the requirements for training in a liberal arts perspective and the rationale for those requirements.

B6 .0 Baccalaureate Curriculum Content

B6.1 The baccalaureate curriculum must include a liberal arts perspective and the professional foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and field practice. The baccalaureate social work curriculum must cover, but is not necessarily limited to, the professional foundation.

B6.2 The curriculum design of each program must identify a coherent approach for the selection of research and theories offered. Every part of the baccalaureate curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

Social Work Values and Ethics

B6.3 Programs of social work education must provide specific knowledge about social work values and their ethical implications and must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

B6.3. 1 Social workers' professional relationships are built on regard for individual worth and dignity, and advance by mutual participator, acceptance, confidentiality, honesty, and responsible handling of conflict.

B6.3.2 Social workers respect individuals' right to make independent decisions and to participate actively in the helping process.

B6.3.3 Social workers are committed to assisting client systems to obtain needed resources.

B6.3.4 Social workers strive to make social institutions more humane and responsive to human needs.

B6.3.5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

B6.3.6 Social workers are responsible for their own ethical conduct, the quality of their practice, and for seeking continuous growth in the knowledge and skills of their profession.

Diversity

B6.4 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

Promotion of Social and Economic Justice

B6.5 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that advance the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression.

Populations-at-Risk

B6.6 Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups. Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.

Human Behavior and the Social Environment

B6.7 Programs of social work education must provide content about theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in maintaining or achieving optimal health and wellbeing. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

Social Welfare Policy and Services

B6.8 Social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice.

Social Work Practice

B6.9 At the baccalaureate level, professional social work education prepares students for generalist practice with systems of all sizes. Practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments.

Social work practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must

include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.

B6.10 Each program must explicate the ways in which students are prepared for generalist practice.

Research

B6.11 The research curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content. The research content must include quantitative and qualitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances.

B6.12 Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice.

Field Practicum

B6.13 The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

B6.14 Field education at the baccalaureate level requires a minimum of 400 hours in field practicum.

B6.15 Each educational program must establish standards for field practicum settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their practice in different ways but must ensure educationally directed, coordinated, and monitored practicum experiences for all students. All programs must provide:

- a. A placement that is based upon the objectives of the educational program and the learning needs of each student.
- b. Structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of the practicum setting.
- c. Support for field practicum instructors by:
 1. Sharing pertinent information about practicum students.
 2. Providing information about the organization and content of the educational curriculum, emphasizing the interrelationships among human behavior, social policy, research, and practice content.
 3. Providing information about the sequencing of course content.
 4. Articulating clear practice and evaluation goals for the field practicum and for each student.
 5. Offering orientation and training programs.

B6. 16 The baccalaureate practicum must provide the student with opportunities for:

- a. The development of an awareness of self in the process of intervention.
- b. Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
- c. Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
- d. Use of professional supervision to enhance learning.
- e. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

B7.0 Avenues of Renewal

B7.1 Programs of social work education must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups, and by developing and assessing new knowledge and technology.

B7.1.1 Programs must establish and maintain close, reciprocal, and ongoing relationships with social work practitioners, and use those relationships continuously to evaluate the total curriculum.

B7. 1.2 Programs must establish and maintain relationships with groups that develop, implement, and benefit from social policies and services.

B7.1.3 Programs must establish and maintain involvement with professional associations and with academic disciplines and departments.

B7.1.4 Programs must assume responsibility for systematic, high-quality scholarship that assesses social work practice and develops new knowledge.