

Messiah University Social Work Department

Student Handbook



“... and what does the LORD require of you but to do justice, and to love kindness,
and to walk humbly with your God?”

Micah 6:8

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HANDBOOK AND FIELD MANUAL FOR SOCIAL WORK STUDENTS

Introduction

Welcome to the Social Work Department at Messiah University! The Social Work major at Messiah is an exciting and challenging career path. Along the way, you will become ethical, professional, and competent Social Workers as you complete departmental requirements. In the pages to follow you will find indispensable information about the University, the Social Work Department, and the profession. Additionally, you will find the faculty and staff of the department to be very helpful and willing to assist you in every aspect of your education. Again, welcome to the Department and your journey towards professional practice.

How to Use this Handbook

Each social work student is expected to be familiar with the policies and information outlined in this handbook and to abide by departmental guidelines in letter and in spirit. The Student Handbook helps students navigate available opportunities, outlines Department expectations, and describes services and resources that equip students as social work majors. The guidelines and policies described serve as the governing document of the Department and provide students with explanations and easy access to important forms and documents utilized within the department. Use this handbook...

- As a resource for understanding and living out a social work student's responsibility to the Department, the University, the profession and the community.
- When you need information about Department policies, procedures, requirements, and timelines
- To learn about resources and opportunities
- From the time you begin in Department until the time you finish
- As a companion to course syllabi, the student handbook, and the University's Course Catalog

Messiah University Social Work Department Form:

Statement of Understanding:

At the beginning of each academic year, or as a condition for changing one's major to social work, every social work major is required to thoroughly review the handbook, and then sign and submit the *Statement of Understanding Form* to the Social Work Department Office within one month. The *Statement of Understanding* will be incorporated into each SOWK specific class' syllabus, and each student will sign and submit the document within the one month timeframe noted by the syllabus. Each professor will collect the signed documents and will send them to the office administrative assistant. The documents will then be noted and filed in the student database by a department work study student. Each student who declares a social work major from that point forward will be required to read and sign the *Statement of Understanding* within a month after he/she has submitted the change of major notification card

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to his/her academic advisor. The responsibility of this management task lies, first, with social work department work study students.

Letter from the Chair

Dear Student:

As Chair of the Social Work Department, I would like to personally welcome you and let you know that we are excited to have you as part of our department. Accredited by the Council on Social Work Education (CSWE), the Social Work Department at Messiah University is proud to offer a full, four-year experience on the Grantham campus.

We have a talented and hard working group of students in our department who are very serious about their beliefs and who are committed to finding ways to ethically integrate their faith in the profession of Social Work. At Messiah University, there are many opportunities to grow spiritually, intellectually, and socially, and we, as faculty, are happy to guide our students through these opportunities and through their journey to become ethical, professional, and competent social workers. Upon graduation, our students have found meaningful jobs and have been successful in pursuing further study in graduate school.

As you begin this part of your life journey, be sure to reach out and embrace all the experiences available to you, both in the classroom and beyond. Belonging to the Messiah University community and to the social work Department is the first step in a process that will offer countless rewards and ways to become a mature Christian and competent social work professional.

Again, welcome from the social work faculty at Messiah University.

Strength and Peace,

Charles Seitz, Ph.D., MSW, LCSW

Department Chair and Professor of Social Work

Messiah University Social Work Department

Faculty

Charles Seitz

Position: Department Chair, Professor of Social Work
Education: Ph.D., Counselor, Education and Supervision, Regent University,
Concentration: Instruction in Higher Education, 2006
M.S.W., University of Maryland School of Social Work, Concentration: Clinical Social
Work Specialization Certificate: Family and Children's Services, 1986
B.A., University of Maryland Baltimore County, Major: History, 1983 MD and PA
Clinical Social Work Licenses
Professional interest: Christian counseling models, Forgiveness issues, Marriage and family counseling,
Medical social work, Adolescent pregnancy and sexuality issues, Consultation, The
abolitionist movement, and Christian social work.
Personal interests: Reading, Art, Traveling, Antiques, Biking and Kayaking.
Other: Husband and Father
Email address: CSeitz@Messiah.edu
(See department website for resume)

Michelle George

Position: Social Work Field Coordinator, Associate Professor of Social Work
Education: M.S.W., Temple University School of Social Administration, 1994
BA in Psychology, Messiah University, 1988
Clinical Social Work license for PA
Board Certified Diplomat (BCD) in Clinical Social Work
Professional interest: Clinical Social Work and counseling practice, Christian counseling and
Spiritual formation, diversity and reconciliation
Personal interests: Spending time with family, hiking, hunting, gardening, kayaking, music,
and reading
Other: Wife and Mother
Email address: MGeorge@messiah.edu

Charlene Lane

Position: Associate Professor of Social Work
Education: Ph.D., Adelphi University, Garden City New York (2012)
MSW, New York University (NYU), New York, New York
BA, Psychology, York College (City University of New York)
Licensed Clinical Social Worker in both New York & Pennsylvania
Professional Interest: Understanding and researching the unique needs of older adults
Synergy between faith and social work practice
Understanding Diversity
Personal Interest: Photography, Spending time with family, Traveling, Reading,
Community Outreach, Nursing Home Ministry
Other: Caribbean American. Wife & Mother of 2
Email address: CLane@messiah.edu

Staff

Donna Zack

Position: Administrative Assistant
Education: AA, Executive Secretarial Science, Harrisburg Area Community College
Personal interest: Spending time with family, attending sporting events, reading, doing crafts
Email address: DZack@messiah.edu

Community Advisory Committee

Mission of the Community Advisory Committee

To promote a reciprocal and continuous relationship between the Social Work Department and members of the practice community and to assist in the ongoing evaluation of educational goals and objectives, curriculum, and field practice in order to enhance social work education at Messiah University.

Role of the Advisory Committee

The Community Advisory Committee will function as an advisory body to the Social Work Department at Messiah University to offer consultation on curriculum and issues relating to Department policy and practices. The Committee will meet at least one time each semester and it will be composed of between 12-20 members including all full time Social Work faculty, two student representatives from the social work Department, and at least eight representatives from the practice community. Every effort will be made to enrich the work of the Committee by actively seeking members who reflect diverse backgrounds as well as diversity in fields of practice.

Department Information

Mission of the University

Messiah University is a Christian University of the liberal arts and applied arts and sciences, which offers Departments leading to the B.S. and B.A. degrees. The University is committed to embracing an evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian church. The mission of Messiah University is to educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.

Mission of the School of Business, Education and Social Sciences

The School of Education and Social Sciences contains six departments: Management and Business; Social Work; Sociology, Anthropology and Criminal Justice; Education; Human Development and Family Science; and Psychology. The Mission of the School of Business, Education and Social Sciences is to prepare students to serve God in church, society, and their professions by applying their understanding of human thought, development, learning, social structures, and interactions to complex social issues and environments.

Mission of the Social Work Department

The mission of the Social Work Department at Messiah University is to offer a professional degree with a strong liberal arts foundation that trains graduates for ethical and competent generalist social work practice at the entry level and/or prepares them for graduate study. Guided by the accreditation standards of the Council on Social Work Education (CSWE) as well as the Mission and values of Messiah University, the Department integrates principles of the Christian faith with social work values, knowledge, and skill. Therefore, there is a

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commitment to evidence informed practice, service learning at the micro, mezzo and macro levels, a commitment to community, a respect for diversity and human rights, and support for the enhancement of social and economic justice for all people.

Integration of Faith and Learning

A unique characteristic of the Department is the goal of connecting faith development with competent, ethical and professional social work practice. The Social Work Department at Messiah University aims to prepare Christian Social Work students toward maturity of Christian faith, intellect and character in preparation for lives of service and leadership.

Accreditation

In the spring of 2007, the Council on Social Work Education (CSWE) granted full, independent accreditation to the Social Work Department at Messiah. Prior to that date, the Department was accredited in collaboration with Temple University. The department was re-accredited by the CSWE in 2011 for another eight years. Graduates of the Messiah University Social Work Department are eligible to apply for advanced standing in many graduate schools of social work in the United States. Advanced standing status reduces the number of credits required to obtain a Master's degree in Social Work. Social work graduates are often eligible for licensing or certification in states that license bachelor's level social workers.

Definition of Generalist Practice

The Messiah University Social Work Department incorporates the use of a generalist perspective to assist students in developing a model of practice. Generalist social work practice includes knowledge, abilities, skills and values that: 1) build on a liberal arts orientation, 2) incorporate a systems, strengths and person in environment perspective, 3) are transferable among multiple fields of practice and, practice settings, and 4) are applicable to multiple client systems (individual, family, group, organization, community). A generalist social worker utilizes a multidimensional framework that: 1) incorporates a problem solving approach, 2) involves self-awareness, respect for diversity and a commitment to social and economic justice, 3) draws from various theoretical frameworks and intervention models, 4) views human behavior in the context of the social environment, and 5) recognizes the potential for change.

Goals of the Social Work Department

1. To develop competent social workers who critically evaluate, self-reflect and are self-aware of how their Christian faith informs their practice, while performing the duties of their vocation in a professional and ethical manner.
2. To develop social workers who engage the world to facilitate change through enhancing community and through actively engaging in issues to address social and economic justice in rural, urban and international settings.
3. To develop effective Christian social work leaders in the provision of micro, mezzo and macro programming who value integrity, service and the importance of human relationships in addressing human needs and the issues of the disenfranchised.

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4. To develop Christian social workers who value empowerment and the strengths perspective in the application of skills and knowledge of generalist social work with systems of all sizes, while ensuring respect for clients’ age, class, color, culture, disability, ethnicity, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Department Competencies

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Apply Christian faith development principles to inform and guide competent, professional and ethical practice.

Competencies and Dimensions Chart

	Knowledge	Values	Skill	Cognitive Processes	Affective Processes
Competency 1: Demonstrate Ethical and Professional Behavior	Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers understand laws and regulations that may impact practice at the micro, mezzo, and macro levels.	Social workers understand the value base of the profession and its ethical standards. “Social workers elevate service to others above self-interest (NASW, 2008)”.	Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	Social workers recognize personal values and the distinction between personal and professional values when demonstrating ethical and professional behavior.	Social Workers understand how their personal experiences and affective reactions influence their professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice	Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,	“Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity	Social workers recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Social Workers understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand how personal experiences and affective reactions may

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	<p>color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination</p>	<p>and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession (NASW, 2008)”. </p>			<p>impact the ability to effectively engage with diverse clients and constituencies</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental,</p>	<p>“Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making</p>	<p>Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. Social workers engage in practices that advance social, economic, and environmental justice.</p>	<p>Social workers critically evaluate issues of human rights and oppression.</p>	<p>Social Workers understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand how personal experiences and affective reactions may impact the ability to effectively engage in human rights, and social, economic and environmental justice practices.</p>

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	economic, social, and cultural human rights are protected.	for all people (NASW, 2008)” .			
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.	“Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession (NASW, 2008)”.	Social workers use practice experience and theory to inform scientific inquiry and research. Social workers also understand the processes for translating research findings into effective practice.	Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Understand how personal and professional experiences and affective reactions may impact the ability to effectively engage in practice informed research and research informed practice.
Competency 5: Engage in Policy Practice	Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.	“Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making	Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services, and assess how social welfare and economic policies impact the delivery of and access to social services;	Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Understand how personal and professional experiences and affective reactions may impact the ability to effectively engage in policy practice.

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		for all people (NASW, 2008)” .			
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations and communities. Social workers understand theories of human behavior and the social environment.	Social workers value the importance of human relationships. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers apply theories of human behavior to facilitate engagement with clients and constituencies including individuals, families, groups and communities.	Social workers critically evaluate theories of human behavior.	Understand how professional experiences and affective reactions may impact the ability to effectively engage with diverse clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations and communities. Social workers understand theories of human behavior and the social environment. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.	“Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities (NASW, 2008)” . Social workers value the importance of inter-professional collaboration in the assessment process.	Social workers apply theories of human behavior and the social environment in the assessment of diverse clients and constituencies including individuals, families, groups and communities. Social workers recognize the implications of the larger practice context in the assessment process.	Social workers critically evaluate theories of human behavior and the social environment.	Social workers understand how personal experiences and affective reactions may affect assessment and decision-making
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families,	“Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as	Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to	Social workers critically evaluate theories of human behavior and the social environment to effectively intervene with	Social workers understand how their personal experiences and affective reactions may affect their ability to

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	groups, organizations, and communities. Social workers understand theories of human behavior and the social environment.	partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities (NASW, 2008)". Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	achieve client and constituency goals. Social workers apply knowledge of human behavior and the social environment to effectively intervene with clients and constituencies.	clients and constituencies.	effectively intervene.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers understand theories of human behavior and the social environment. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	“Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities (NASW, 2008)". Social workers value the importance of inter-professional teamwork and	Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers apply theories of human behavior and the social environment in evaluating outcomes.	Social workers critically evaluate theories of human behavior and the environment in evaluating outcomes.	Social workers understand how their personal experiences and affective reactions may affect their ability to effectively evaluate.

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		communication in evaluation.			
Competency 10: Apply Christian faith development principles to inform and guide competent, professional and ethical practice	Messiah University social work students understand the components of each spiritual discipline and understand how applying each spiritual discipline enhances spiritual development and facilitates becoming a professional, ethical and competent social worker	Messiah University social work students understand the importance of demonstrating cultural competence when applying faith development principles in practice. Messiah University social work students are continually aware of the profession's mission, values, ethical principles, ethical standards along with the values and ethical principles inherent within their faith tradition, and practice in a manner consistent with them. Messiah University social work students “act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated (NASW, 2008)”.	Messiah University social work students develop strategies to apply each spiritual discipline in an ethical, professional and competent manner to enhance spiritual growth.	Messiah University social work students comprehend, critically evaluate and apply the practice of each spiritual discipline to their daily life, based on their personal understanding of the discipline. Messiah University social work students demonstrate critical thinking when working through tensions between faith and social work practices.	Messiah University social work students understand how their feelings and emotional responses can influence the personal application of each spiritual discipline and the expression of the spiritual discipline with client populations.

Code of Ethics

The National Association of Social Workers (NASW) Code of Ethics is intended to serve as a guide to everyday professional conduct of social workers. The following excerpts from the Code represent its major principles. Students are responsible for reading and familiarizing themselves with the full Code of Ethics, which is available on the internet at <http://www.socialworkers.org/pubs/code/code.asp>.

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

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

- competence

The Code offers a set of values, principles, and standards to guide decision-making and conduct when ethical issues arise. Specific applications of the Code require considering the context in which the Code is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial, to the social, and professional.

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek

to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession. In addition, the Department recognizes the role social work plays internationally and the importance of viewing ethical issues on a broader scale. Therefore, the Department also incorporates the International Federation of Social Worker's Statement of Principles into the educational process to inform student roles and responsibilities.

In addition, the Messiah University Social Work Department incorporates the Code of Ethics of the International Federation of Social Workers into curriculum content. The following are the Federation's Principles and Professional Conduct Guidelines.

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.
**In some countries, the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action.” Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*
2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

Professional Conduct and Ethical Codes

It is the responsibility of the national organizations in membership with IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.

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3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge.
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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Departmental Expectations

Technology

Electronic Devices

All cell phones, electronic pagers, and other electronic devices are to be turned off/silenced during social work classes and clinical experiences. Handheld computers and laptop computers may be used in class with the permission of the instructor. Availability and use of electronic devices is at the discretion of the faculty member. Failure to comply with this policy may result in a student being dismissed from class to the receipt of an unsatisfactory grade.

Electronic Portfolio

Each social work student will maintain an electronic portfolio throughout their course work in the social work Department. The development of an electronic portfolio provides opportunities for the social work student to collect materials that exemplify the student’s experiences and demonstrates mastery of social work competencies, ethics and professionalism. The portfolio will be evaluated as a part of the course requirements for SOWK 485 Social Work Senior Seminar. Students are expected to retain course syllabi, primary competency assignments from each social work course, spiritual discipline assignments from each social work course, ethical assignments for each course, and other documents and material that demonstrates student social work competency, ethical behavior and professionalism. Collection of this material will begin when the student takes the first course in the major. Students need to ensure that these documents are saved in a secure electronic form so that the information is available when needed. Students are responsible for saving the material needed for the electronic portfolio at the end of each semester.

Social Work Portfolio (Senior)

The Portfolio is a document that demonstrates student readiness to practice social work at a professional level. The Portfolio reflects student commitment to lifelong learning by utilizing documentation and assessment of learning products throughout the academic process and an assessment of student professional development. Each student will be expected to develop a Social Work Portfolio during the SOWK 485 course and conduct a Portfolio Presentation. The electronic portfolio will contain all of the following:

1. Portfolio Outline. Items to be included in the outline are noted with an asterisk on the Portfolio Rubric. Students are expected to include a minimum of at least a thorough paragraph outlining and explaining plans for submission in each section.
2. Syllabi from all social work courses
3. Course assignments/learning products for the following competencies

Course number	competency
099	1 Ethical and Professional
120	1 Ethical and Professional
221	6 Engage
250	6 Engage
251	7 Assess
356	2 Diversity
360	7 Assess
361	8 Intervene
372	8 Intervene
382	3 Advance human rights
385	4 Research
420	5 Policy
475	9 Evaluate

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476	8 Intervene
484	1 Ethical and Professional
485	All ten
490	All ten

4. Three additional course assignments/learning products for Competency 1
5. One assignment representing each of the 11 spiritual disciplines of Competency 10

Course number	Spiritual competency
099	Intro
120	Meditation
221	Study
250	Study
251	Study
356	Service
360	Prayer
361	Prayer
372	Worship
382	Simplicity
385	Confession
420	Solitude
475	Submission
476	Submission
484	Guidance
485	Celebration
490	Celebration

6. Field Evaluations for each Practice course (SOWK 251, SOWK 361 and SOWK 490)
7. The Portfolio Evaluation
8. Complete Competency Evaluation
9. Application to the major including committee feedback and action plans
10. References and recommendations
11. Portfolio Presentation

*See course syllabus for additional information related to the portfolio and grading.

Social Media

The term “social media” includes, but is not limited to, blogs; social networks such as Facebook, Instagram and Twitter; podcasts; discussion forums; video sharing; Really Simple Syndication (RSS) feeds; and on-line collaborative information and publishing systems (i.e. Wikis).

Social Media Content Guidelines

The Messiah University Social Work Department recognizes that social media sites like Facebook, Twitter, YouTube and others have become important communication tools for the community. Therefore, the Social Work Department supports the use of social media in personal/non-school or non-work contexts. Students at Messiah University may encounter confidential information within the University or within an agency environment during a clinical field experience.

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Therefore, it is the students' responsibility to refrain from any of the following:

1. Using of clients' name (any identifier including initials, agency name, etc.) and personal health information in any way.
2. Disclosing confidential information about the University, its employees, or its students.
3. Stating personal opinions as being endorsed by the University.
4. Using information and conducting activities that may violate Messiah University academic policies, or may violate local, state, or federal laws, and regulations.

If students identify themselves as a Messiah University student online, it should be clear that any views expressed are not necessarily those of the institution. In the event that opposing views arise on a social media feed, exercise professional judgment. Messiah University does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic/work environment. Social media may be used to investigate student behavior.

This policy provides Messiah University Social Work students with rules for participation in social media.

Guidelines:

1. Students must remain respectful of Messiah University, Clinical Agencies, and faculty/peers at all times. Students should **NOT** engage in any activity that reflects negatively upon Messiah University, Agencies, and faculty/peers.
2. Material may **NOT** be posted which is obscene, vulgar, discriminatory, sexually explicit, defamatory, threatening, harassing, abusive, racist, lewd, filthy, unlawful, hateful, or embarrassing to another user or any other person or entity.
3. Students may **NOT** disclose any confidential or proprietary information regarding Messiah University, clients, and faculty/peers.
4. Students may **NOT** use or disclose any client identifying information of any kind on any social media without the express written permission of the client and authorization by the Social Work Department. This rule applies even if the client is not identified by name where the information to be used or disclosed may enable someone to identify the client.
5. Students are personally responsible and legally liable for what they post on their own site and on the sites of others.
6. Students may **NOT** use their Messiah University email address in their personal profile on social media sites.
7. Students must **NOT** "friend" current or former clients on a social media site as this blurs the boundaries of a helping relationship.
8. Students should **NOT** be using location-based services on their mobile phone while in the clinical setting. Students should **NOT** place field sites as a check-in location on various sites such as Foursquare, Gowalla, Loopt, etc.
9. Students may **NOT** use SMS (mobile phone text messaging) or messaging on Social Networking sites such as Twitter, Facebook, or LinkedIn to contact faculty. These sites are not secure and not every faculty member engages in social media.

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10. Social media is **NOT** to be accessed or used during class or field hours unless specific approval is given by the Social Work faculty. This also includes the use of SMS (mobile phone text messaging).
11. Students may **NOT** take pictures, by camera or phone, and post them on a social media site without the express written permission of those in the picture and authorization by the Social Work Department.
12. Students may **NOT** upload tests/quizzes, class notes, PowerPoints or faculty information on any websites.
13. Students may **NOT** establish a Messiah University social media site without the approval of the Social Work Department. This includes establishing any media site related to social work classes or the Department or sites that involve course students or course materials.
14. Social media may be used to investigate student behavior. Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what is posted today will not come back to haunt one later.
15. The Social Work Department may exercise broad discretion if students disregard these expectations. The range of consequences may include verbal warning to dismissal from the major.

Messiah University Social Work Department Admission to the Major

Admission Process

The admissions process and criteria reflects the commitment of the Messiah University Social Work Department to preparing students for entry-level generalist social work practice and graduate school attendance. It is the belief of social work faculty that students in the social work major must understand and demonstrate the competencies, values, ethics, and professional behaviors that uphold the values and ethics of the social work profession and Messiah University. Students must follow a two-step process for admission into the social work Department.

Step 1:

Declaration of social work as a major by formally completing required paperwork requesting social work major and submitting necessary forms to the Office of the Registrar. Students may declare social work as part of the admissions process when being accepted to Messiah. Students are expected to select a major no later than the end of the second semester of the sophomore year in order to allow adequate time for meeting graduation requirements in that major. The social work major does not grant students course credit for life experience or previous work experience.

Step 2:

Application for formal admission into the major occurs when the following criteria are met:

1. Completion of the following courses
 - a. SOWK 120 Intro to Social Work and Social Welfare
 - b. SOWK 221 Human Behavior in the Social Environment

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- c. SOWK 250 Social Work Practice with Individuals, SOWK 251: Field Experience: Practice with Individuals.
1. Satisfactory progress in SOWK 360 Social Work Practice with Families, SOWK 361: Field Experience: Practice with Families.
3. Students will complete a formal admission application (found on the Social Work Department Website or can be obtained from social work faculty) during the spring semester of their sophomore year or when the above criteria are met. Applications should be completed and submitted by April 1 to the Department Chair through the Department's administrative assistant (Date may vary depending on academic calendar).

Application to the Major Directions

Student is to submit an electronic copy of the Application to the Major by the date and time identified in the SOWK360 course to the Department Chair's assistant, Donna Zack at dzack@messiah.edu Student is expected to follow APA style and address the five areas listed below. Each of the five sections must be identified with a heading within the application. The application should include a cover page, reference page and an abstract page (student should use the application to the major checklist for the abstract page). Student is also expected to provide a brief introduction for the application and follow word count expectations. Clarity and conciseness are essential components of this assignment. Therefore, first person point of view is acceptable when appropriate, to assist with conciseness and to avoid ambiguity. Student must address the following information in the application to the major:

1. Satisfactory Academic Progress and Competency Development:

- a. **Satisfactory Progress in all SOWK Courses:** Satisfactory completion or showing satisfactory progress in SOWK120, SOWK221, SOWK250, SOWK251, SOWK360, and SOWK361. (Students taking additional SOWK courses at time of application must also show satisfactory progress in those courses). Student is required to provide grades of any SOWK courses completed and current grade average at time of application submission in any current social work courses.
- b. **Satisfactory GPA in the Major:** 2.7 GPA or higher in the Social Work Major. Student is required to submit major GPA.
- c. **Satisfactory Overall GPA:** Overall GPA of 2.5 or higher. Student is required to submit overall GPA.
- d. **Discussion of Satisfactory Academic Progress:** Student is required to provide evidence of satisfactory progress (SOWK course grades or grade average of current courses, and major and overall GPA) in the major as an introduction to the section on academic progress. Student demonstrating satisfactory progress (Grade of B or higher in any completed SOWK course, a grade average of 85% or higher in any current course, and meeting major and overall GPA expectations) will articulate a specific plan for how she/he will continue to maintain in good academic standing in the department. Student not meeting satisfactory progress is expected to address the barriers to satisfactory progress and provide a specific plan for attaining good academic standing in the major. Additionally, any student with a grade of lower than a

2.3 (C+) in any SOWK class must submit a plan for retaking the course as discussed with her or his academic adviser (**250 words maximum**).

2. **Satisfactory understanding and support for the Social Work Code of Ethics:** Student is required to review the NASW Code of Ethics and summarize her/his understanding and support for the values and ethics identified in the Code. Student is expected to note the reading, understanding and level of support for the Code of ethics as an introduction to the section on Values and Ethics. Student is then expected to identify a specific social work value and the importance of that value in her/his development as a professional social worker. (**250 word maximum**)
3. **Satisfactory understanding and support for Professionalism in Social Work:** Student is required to review the social work department's handbook (or a section that has been revised) and summarize her/his understanding and support of the policies related to the importance of demonstrating professionalism in the major. Student is then expected to identify a specific issue or policy that may be a personal challenge and then explain why that policy is important as a guide for professional development (**250 words maximum**).
4. **Satisfactory understanding and support for Cultural Competence:** Student is required to articulate a clear understanding of cultural competence and what the student is doing to attain cultural competence. As a part of the discussion, student must also identify a specific area or population where personal cultural competency needs improvement and then articulate a specific plan to improve cultural competency in that area (**250 word maximum**).
5. **Satisfactory demonstration of Critical Thinking and Self-Awareness:** Student is expected to articulate how faith both informs her/his faith and presents a challenge to practicing social work. Student should articulate components of her/his faith that informs specific practice areas or issues and should discuss faith beliefs/practices that may create challenges when working with clients (for example, how might faith inform an understanding of human behavior, and in turn provide challenges when working with a specific client). Student is expected to also articulate how she/he resolves, plans to resolve, or holds in tension these issues in practice *while being competent, ethical and professional*, and must provide a minimum of two professional sources supporting her/his approach (**300 words maximum**).

Evaluation of Application Process

Applications will be screened by a committee consisting of all full time social work faculty (Department Chair and Field Coordinator) and at least one Community Advisory Committee member. Acceptance is based upon the assessment of the student's capability to achieve academic success, the possession of a value base consistent with professional social work values and ethics, the student's interest in and commitment to the profession of social work, the student's commitment to integration of principles of Christian faith with social work knowledge, skills, values, and cognitive processes and affective processes, and demonstration of social work competency commensurate with sophomore status in the major.

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Students are notified via email that a decision has been made related to the status of their application to the major no later than May 1st. Students are then required to schedule a face-to-face meeting with their advisor no later than one week after receiving notice that a decision has been made. Each student will receive a compiled Application to the Major: Committee Member Worksheet outlining one of three decisions, Admission to the Major, Conditional Admission, or Non-Admission to the major during the face-to-face meeting with academic advisor. Students who are away from campus for reasons such as study abroad will be notified by email that a decision has been made and will be provided with the Committee Member Worksheet as an attachment. Specific instructions are provided to students who receive Conditional Admission or Non-Admission to the major. Students receiving Non- Admission can appeal the decision following the procedures that apply and are noted in the handbook under academic and/or professional performance issues.

Admission to the social work major

The admissions process and criteria reflects the commitment of the Messiah University Social Work Department to preparing students for entry-level generalist social work practice and graduate school attendance. It is the belief of social work faculty that students in the social work major must understand and demonstrate the qualities that uphold the values and ethics of the social work profession and Messiah University. Students must follow a two-step process for acceptance into the social work major.

Admittance to the social work major:

Students who meet the following requirements will be granted admission to the social work major as outlined in the compiled Admission to the Major packet the student receives when meeting with the advisor:

- 1) 2.7 (B-) GPA in the major
- 2) 2.5 Cumulative GPA
- 3) 2.3 (C+) GPA requirement for all SOWK designated courses.
- 4) Meets ethical, professional, and competency standards and APA writing requirements outlined on the Formal Application for Admission.

If at any time a student falls below these requirements, their status will be reviewed by social work faculty and conditional status may be imposed. Students are expected to notify their advisor within two weeks if this occurs. Student infraction of the community covenant or a violation of the Social Work Code of Ethics may also prompt conditional status or removal from the major.

Conditional admittance to the social work major:

Students not meeting all four of the requirements will be considered for conditional status if the committee determines that the areas of concern can be adequately addressed by the student and there is sufficient time for the student to develop a plan to meet program requirements.

*Students achieving conditional status must develop a plan in consultation with their advisor to earn admission status and will have their application reviewed at both three months and at six months (in most cases this will occur during fall advising) to **evaluate change in status**. Revisions to the application by the student will be submitted to the Department Chair by June 1st*

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and the Chair will review the changes and schedule a follow up with the student by September 30th to evaluate change in status (removal of conditional to acceptance or continuance of working toward acceptance.) If the student is not removed from conditional during the follow up with the Chair, then the student and their advisor will continue to make a plan to work towards acceptance and the plan will be reviewed again at fall advising. Students on conditional status are not eligible for senior field placement (SOWK 490) except in circumstances where the student has demonstrated an ability to meet ethical, competency and professional standards and where it is likely the student can meet the standards to graduate with a social work degree. Exceptions to policy will be decided on a case to case basis by the Department Chair in consultation with the department.

Non-admittance to the social work major:

Students not meeting all four of the requirements, who may be demonstrating behavior that is incompetent, unethical, or unprofessional, who may be demonstrating behavior that violates department, University, agency, professional or state policy, or where it is determined that the student is unlikely to *meet the standards to graduate with a social work degree*, may not be admitted to the social work major and may not register for SOWK 372 or SOWK 475. Students may re-apply in the next semester. **Students are not eligible to re-apply to the major more than once during their academic career.**

In addition to these criteria, the following conditions apply:

- Any students on academic probation are not able to apply for admission until their GPA is above a 2.0. These students may not schedule any further social work classes until their GPA is above a 2.0.
- Students who have not achieved full admission to the major (i.e. have conditional admission) must be reviewed by the Department Chair and Field Coordinator prior to registering for SOWK 484 Preparation for Field Practice. The faculty must agree to grant an exception to policy in order for the student to proceed into the senior field component of the Department.

The admissions committee promptly informs the student's faculty advisor of the student's admission status. The advisor works with students with conditional acceptance to develop a plan to achieve full admittance to the social work major by December 1st of the student's senior year so that senior field placement can still be put into place. If a student was not accepted to the major, the faculty advisor helps the student review options and make other plans to change to another academic major.

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APPLICATION TO THE MAJOR: COMMITTEE MEMBER WORKSHEET

Reviewer Name:

Association with Program:

Committee members are responsible for reviewing each application to the major and completing the table below. After reading each application, assess the content areas identified below and note whether the student should be admitted to the major, conditionally admitted, or should not be admitted, based on the information provided. For each category, students should receive an admission check if the student met or exceeded expectations. Students should receive conditional admission if there are minor areas that do not meet expectations but the reviewer believes the area could be rectified in a reasonable fashion or time frame. Students should receive non-admission if there are significant issues and the reviewer believes that the area would take considerable work to see improvement. The reviewer should clearly articulate reasoning for any conditional or non-admission check. Please also note student strengths where appropriate. Each reviewer should then make a final recommendation to the department related to being admitted, conditionally admitted or denied admission. Clearly articulate reasoning for the recommendation. Once committee members review the applications assigned, a meeting will then be scheduled where committee members will discuss each student and make final recommendations. Once this process is completed each student will be notified of the status of his or her application.

Student Name:

Content Area	Admission to the major	Conditional Admission	Non-Admission	Answer Question completely and/or respond to comment, using APA Format and SMART Goals Where Required
1. Satisfactory Academic/ Competency Progress a. Satisfactory Progress in all SOWK Courses (Grade of B or higher in any completed SOWK course, a grade average of 85% or higher in any current course). Student submitted grades for all SOWK courses taken and provided a current percentage grade for SOWK courses in progress (including SOWK120, SOWK221, SOWK250, SOWK251, SOWK360, and SOWK361).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Satisfactory GPA in the Major: Student submitted GPA in the Major (2.7 GPA or higher in the Social Work Major)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Satisfactory Overall GPA: (2.5 Cumulative GPA or higher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Discussion of Satisfactory Academic Progress: Student is required to provide evidence of satisfactory progress (SOWK course grades or grade average of current courses, and major and overall GPA) in the major as an introduction to the section on academic progress. Student demonstrating satisfactory progress (Grade of B or higher in any completed SOWK course, a grade average of 85% or higher in any current course, and meeting major and overall GPA expectations) will articulate a specific plan for how she/he will continue to maintain in good academic standing in the department. Student not meeting satisfactory progress is expected to address the barriers to satisfactory progress and provide a specific plan for attaining good academic standing in the major. Additionally, any student with a grade of lower than a 2.3 (C+) in <u>any</u> SOWK class must submit a plan for retaking the course as discussed with her or his academic adviser (250 words maximum).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<p>2. Satisfactory understanding and support for the Social Work Code of Ethics: Student is required to review the NASW Code of Ethics and summarize her/his understanding and support for the values and ethics identified in the Code. Student is expected to note the reading, understanding and level of support for the Code of ethics as an introduction to the section on Values and Ethics. Student is then expected to identify a specific social work value and the importance of that value in her/his development as a professional social worker. (250 word maximum) a. Student reported reading and understanding of Code of Ethics</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. Student demonstrated understanding of connection between values and professional development</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>3. Satisfactory understanding and support for Professionalism in Social Work: Student is required to review the social work department's handbook (or a section that has been identified) and summarize her/his understanding and support of the policies related to the importance of demonstrating professionalism in the major. Student is then expected to identify a specific issue or policy that may be a personal challenge and then explain why that policy is important as a guide for professional development (250 words maximum). a. Student reported reading and understanding Social Work Handbook (or section assigned)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. Student demonstrated self-awareness and self-reflection in assessing professional development</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>4. Satisfactory understanding and support for Cultural Competence: Student is required to articulate a clear understanding of cultural competence and what the student is doing to attain cultural competence. As a part of the discussion, student must also identify a specific area or population where personal cultural competency needs improvement and then articulate a specific plan to improve cultural competency in that area (250 word maximum). a. Student articulated a clear understanding of cultural competence and a plan to attain cultural competence.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>b. Student identified an area needing improvement and a specific plan to improve cultural competence in that area</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>5. Satisfactory demonstration of Critical Thinking and Self-Awareness: Student is expected to articulate how faith both informs her/his faith and presents a challenge to practicing social work. Student should articulate components of her/his faith that informs specific practice areas or issues and should discuss faith beliefs/practices that may create challenges when working with clients (for example, how might faith inform an</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<p>understanding of human behavior, and in turn provide challenges when working with a specific client). Student is expected to also articulate how she/he resolves, plans to resolve, or holds in tension these issues in practice and must provide a minimum of two professional sources supporting her/his approach (300 words maximum).</p> <p>a. Student demonstrated critical thinking in articulating components of faith that informs practice</p>				
<p>b. Student demonstrated self-awareness when discussing faith beliefs/practices that may create challenges</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>c. Student provided evidence of critical thinking and self-awareness when discussing how she/he resolves/ plans to resolve/ holds in tension challenges related to faith and practice</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>6. In all areas requiring a plan, student included a plan that met SMART plan expectations (Specific, Measurable, attainable, realistic, timely)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>7. Student addressed paper expectations related to APA (Cover page, abstract, introduction, headings, APA, reference page, word count etc.)</p> <p>Student is expected to follow APA style and address the five areas listed above. Each of the five sections must be identified with a heading within the application. The application should include a cover page, reference page and an abstract page (student should use the application to the major checklist for the abstract page). Student is also expected to provide a brief introduction for the application and follow word count expectations. Clarity and conciseness are essential components of this assignment. Therefore, first person point of view is acceptable when appropriate, to assist with conciseness and to avoid ambiguity.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Recommendation</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Department Policies

Students Are to Know Social Work Department Policies

A component of being professional is knowing, understanding and following agency policies and procedures. Students are expected to follow the Messiah University policies outlined in the student handbook and in the course catalog. Additionally, students are expected to review and follow the National Association of Social Workers Code of Ethics and the Code of Ethics of the International Federation of Social Workers along with the policies and procedures outlined in each course syllabus, and the policies and procedures noted in the Social Work Department Handbook. The most recent version of the Social Work Department Handbook can be located on

the Department's website. Students should also have knowledge of and conform to applicable field agency, and local, state and national policies applicable to their education and field experiences.

Policy and procedure concerning the transfer of credits

The Messiah University Social Work Department increasingly admits students transferring from external two or four-year Departments at other colleges and universities. Every effort is made to ensure that duplication of course work is avoided while ensuring that all transfer students have learned the competencies necessary for generalist practice. The University has a policy regarding the transfer of credits, implemented by the Office of the Registrar.

The policy is stated as follows:

a. Policy for Transfer Students:

Any student who has taken work at another institution(s) who applies to Messiah University and desires that work transferred to Messiah, must have the previous institution(s) send an official transcript of work to Messiah University to be evaluated by the Registrar's Office.

b. Procedure:

(1) When a student applies, he or she requests the former college to send an official transcript of work to the Registrar's Office.

(2) The Registrar's Office evaluates the transcript on a course-by-course basis. Only those courses in which a grade of C (2.00) or better has been earned are eligible for transfer. The office sends the student a report of credit accepted in transfer. The student's advisor also receives a copy of this report.

(3) The Registrar is available to discuss or clarify the evaluation of credits for the student.

c. Rationale: This policy has been instituted to insure that transfer students have done satisfactory college-level work appropriate for transfer credit. It also provides students with a clear understanding of how much work is needed to complete degree requirements. The evaluation of transfer credit is often instrumental in the decision whether or not to transfer. However, the social work faculty are consulted about the equivalency of social work courses for transfer and make decisions regarding course equivalencies. Typically, the department chair evaluates the social work courses on the incoming transfer student's transcript and social work course syllabi to assess whether any course competencies align with Messiah's social work course competencies. In most situations, it would be difficult to align Messiah's social work course competencies with course competencies from other institutions and therefore course equivalency would not be granted. However, significant efforts are made to ensure duplication of content is avoided while the student meets the Messiah University social work department's competency requirements. If the transfer course is not determined to meet equivalency expectations, it is typical for social work courses from other institutions to be accepted as electives, to be considered toward a minor or multiple transfer courses may meet a specific course equivalency expectation.

Policy related to not offering course credit for life or work experience

The social work major does not grant students course credit for life experience or previous work experience. This is Policy established through the Council on Social Work

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Education (CSWE) and therefore the social work department prohibits offering of course credit for life or previous work experience. Additionally, the department cannot determine equivalency between Life/work experiences and social work courses/field experiences. The department also cannot determine and evaluate competency development through life experience or previous work experiences.

Advising

Academic advising is an essential component of the University experience. Academic advisers help students develop plans that are consistent with their academic and career goals. An adviser can assist students in their selection of courses and Departments in accordance with students' interests, abilities, academic progress, and goals. He or she may also help students with their initial exploration of long-range occupational and professional plans and help them integrate their academic pursuits with lifetime goals and vocational aspirations. Social work faculty advisors have an open door policy and encourage students to stop in any time the faculty are available. Appointments are recommended so student and faculty time is used as efficiently as possible.

Although students are personally responsible for planning their academic course of study within their selected department to meet all graduation requirements, faculty advisers help students make effective academic choices compatible with their life goals. Students will meet with their academic advisor *at least once* per semester, usually around the time of scheduling classes. Social work faculty advisors will post a sign-up sheet on their door in advance of scheduling week. All students are expected to sign up for an advising time prior to their scheduling appointment. This will help ensure that students take classes in accordance with the Department plan. In preparation for the advising session, students are expected to review their course record and prepare a draft schedule of classes and the times they prefer. This will facilitate the meeting with the advisor and maximize time spent in the session. If a student is not sufficiently prepared for the advising meeting, the advisor may request another meeting be scheduled. In addition to speaking with an academic adviser, there are many ways that the student can find the information that they need or want on their own. See Student Resources for more information.

Typically, students remain with the same advisor throughout their educational experience. In some instances, it may be necessary for a student to change advisors. If the social work faculty precipitates the change, the student will be notified of the change and assigned a new advisor. A grievance procedure is available for students who feel they are inadequately or inappropriately advised. A written request for a change of advisor with documentation regarding the areas or concern should be submitted to the Chair of the Social Work Department. After meeting with all parties involved, the Chair of the Social Work Department will provide a decision within 10 days. Students can appeal this decision following the appeals process outlined in this handbook.

Policies and Procedures for Evaluating Student Academic and Professional Performance

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Criteria for evaluating student academic performance are clearly listed on the syllabus for each course. The instructor reviews criteria for grading, course expectations, attendance policy, and academic integrity at the beginning of each semester. The criteria for evaluating student professional performance during the field experience are included on the field evaluation form. Students in the sophomore preliminary practice experiences and seniors in the field semester discuss the grading criteria, evaluation, and expectations frequently during the course to ensure student understanding. In addition, social work students are evaluated on professional and academic performance through the “Professional Performance Review End of Semester Evaluation” form. The Messiah University Social Work Department is committed to ensuring that students from the department are well-suited for the professional demands, roles, and responsibilities of the Social Work Profession. In order to help assess the students’ knowledge, skills, and competencies, students are evaluated using the Professional Performance Review form at the end of each course. Students are required to complete a self evaluation and faculty review the student assessment and provide feedback where necessary. Copies of the form are compiled and are available to the student, department faculty and if necessary, the application to the major subcommittee. Satisfactory progress in the areas listed below is a requirement for movement through the program and for graduation from the program.

Professional Performance Review: End of Semester Evaluation

Each instructor will assess students in each area and assign one of the following ratings:

1. Meets or exceeds expectations
2. Does not meet expectations*

*Comments will be made only when a student does not meet expectations and are intended to facilitate understanding of the concern and how the student can make improvements.

Students who do not meet or exceed expectations for any area listed below are expected discuss the identified concern with the instructor and to develop a plan to work toward meeting the expectations.

Work Ethic	
	Completed all assignments on time
	Completed at a satisfactory level (B or better)
	Actively participated in class-related activities and discussions
	Worked collaboratively and cooperatively with others
	Comes to class prepared – readings and in class assignments completed
	Student is punctual or has notified professor ahead of time due to illness or other legitimate need to miss class
	Comments:
Professional Ethics	
	Adheres to the NASW and International Code of Ethics
	Compliance with Department and University Policies and Procedures
	Understands and follows local, agency, state and federal policies and laws
	Comments:

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Respect for Diversity	
	Demonstrated respect for others' opinions
	Demonstrated a willingness to understand and respect diversity (including but not limited to race, gender, age, religion, ethnicity, disability, sexual orientation or any other area of diversity).
	Comments:
Self Awareness	
	Demonstrated use of critical thinking skills
	Used self-disclosure appropriately (demonstrated an understanding of when, why, and how self-disclosure is used)
	Managed constructive criticism
	Comments:
Written and Oral Communication	
	Demonstrated professional level standards for written communication
	Demonstrated knowledge and use of APA style format, including appropriate use and citing of sources
	Clearly articulated ideas, thoughts, and concepts effectively through oral communication
	Comments:
Knowledge, skills, and Competencies	
	Mastered the required knowledge from the course
	Mastered the required skills from the course
	Demonstrated competencies particular to the course
	Comments:
Professional Development	
	Student assisted with or participated in professional development activities (e.g. Social Work Club, Phi Alpha, professional social work conferences, meetings, workshops)
	Students must list professional development activities for the semester in the comments section to receive credit for professional development.
	Comments:

Comments or Recommendations:

General academic standards for Messiah University are specified in the Messiah University Catalog. The information in the University Catalog specifies expectations and

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procedures for academic requirements, probation, suspension, and appeals. The Department of Social Work requires a 2.7 GPA in the major, a 2.5 Cumulative GPA and no lower than a 2.3 in any specific social work course to graduate.

The social work department requires students to adhere to the policies and procedures set forth by the University regarding academic standards. In addition, the social work program expects social work majors to uphold the professional conduct and ethical standards of the social work profession, as identified in the NASW Code of Ethics. In evaluating professional performance, it is necessary to understand that the client skills and professional behavioral expectations taught and expected to be in evidence in the field setting, and on which students are graded, are defined as being academic in nature. In other words, inadequacies and deficits in the behavioral components of the social work program are dealt with through the grading system. For example, students who demonstrate inability to form non-judgmental relationships, or who give evidence of an inability to respect client self-determination would not likely pass the field practice course. This would jeopardize their academic standing in accordance with the policies and procedures for full admission to the program.

Additionally, professional performance is evaluated during the formal admission process (step two of the program admission procedure – see admission to the major policies and procedures). The admissions committee screens students who exhibit difficulties understanding and adhering to standards of the profession (e.g. knowledge and skills of social work, and values and ethics as identified by the NASW Code of Ethics) through the application process and evaluation. During this process, students placed on conditional admission would work with their advisor to develop a plan to make corrective changes and gain a clear understanding of ethical expectations and professional performance. Students with conditional admission are not eligible for the senior field placement (SOWK 490).

The social work program defines the NASW Code of Ethics and the International Federation of Social Workers Statement of Principles as the standards for professional performance. Excerpts of the NASW Code of Ethics and information on the Statement of Principles appear in the Student Handbook and Field Manual along with the link to access the codes online. The NASW Code is reviewed in all some form in all courses, with special emphasis in the practice courses as it relates specifically to practice issues. The Statement of Principles is reviewed in courses and/or where there the global context of social work is emphasized. In addition, the social work department expects students to adhere to Messiah University's Community Covenant which also functions as a Code of Conduct for Messiah University and the social work department. The NASW Code of Ethics, the Statement of Principles, the Community Covenant, and the professional performance expectations and grading standards of field work all work together when assessing student professional performance and, when indicated, proceeding toward disciplinary action of students (including termination).

The Roles of Beginning Social Work Professionals

The social work student is in a unique position to be both a student and developing professional, practicing social work skills under the supervision of professors and social workers in the field. Therefore, it is essential that students understand that they are to conduct themselves in a professional and ethical manner similar to professional social workers. Additionally, students are expected to demonstrate a level of social work competency commensurate with their level of education and training. Students will be assessed on their ethical and professional behavior including within the classroom and within field practice settings. Therefore, student behavior will be assessed by the Social Work Department through the lens of essential functions of a social worker's employment. Students are expected to display ethical, professional and competent behavior, including emotional stability in all aspects of their life. The student's moral and professional behavior is expected to be consistent with the NASW Code of Ethics, the International Federation of Social Workers Code of Ethics, Federal, State and Local laws that govern social work behavior, Messiah University and Social Work Department Policies, and individual course expectations. Failure to demonstrate compliance with any of the aforementioned codes and policies may result in denial of enrollment in courses or removal from the social work major. Social Work students are expected to uphold the standards that follow as a means of demonstrating professionalism. As with any behavioral list, it is not meant to be all-inclusive, but is intended to establish clear guidelines on what constitutes professional behavior.

Expected Professional Behaviors

Accountability

The student is accountable for...

- One's own learning
- Adhering to deadlines (without reminders)
- Understanding Department & course requirements/expectations
- One's own actions and civil communication
- Checking the learning management system and e-mail daily, since this is the main form of communication within the Social Work Department
- Preparing for classroom and field experience
- Preparing for the classroom activities by completing assigned readings and class preparation activities
- Being awake, alert and engaged in learning activities and discussions

Character

The student will...

- Advocate for the rights of all clients.
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, empathetic, competent and professional manner.
- Communicate client care in a truthful, timely and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in social work by pursuing lifelong learning and professional development.

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- Demonstrate cultural competence and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure a professional environment and promotes the highest quality of social work practice.
- Only practice social work at a level for which you have been adequately trained
- Refrain from any deliberate action or omission in the academic or practice setting that could create harm to self, faculty or staff, clients or others.
- Abstain from the use of alcoholic beverages or any substances in the academic and practice setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health, both physical and emotional.
- Take responsibility for mental health needs so as to create an optimal learning environment and to assure quality care for clients
- Seek personal treatment and support access to treatment and rehabilitation for impairment related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations following Departmental and school grievance policy procedures.

Confidentiality

The student will...

- Maintain confidentiality of all clinical, health or personal information obtained in clinical or field environments.
- Maintain confidentiality regarding student records.
- Sign and/or adhere to all of Social Work related Confidentiality Statements including confidentiality statements outlined in course syllabi.
- Remove all identifiable information from all evidence/artifacts posted electronically.

Communication

The student will...

- Not use electronic communication (email, text messaging, phone calls, twittering, etc.) during class/field sessions.
- Turn off and stow away all electronic devices during classroom time unless otherwise approved by the professor (MP3 players, cell phones, PDAs, etc.)
- Only use computers in the classroom at faculty discretion and only for classroom activities.
- Communicate respectfully and formally with peers, faculty, staff and other social work professionals.
- Communicate the need for classroom/clinical accommodations regarding disabilities to the professor at the beginning of each semester.
- Communication should NEVER be defensive, argumentative, hostile, condescending, uncivil or disrespectful.
- Not use profane language or gestures.
- Not use nonverbal expression of disdain or disrespect. Using such expressions is a form of incivility and is not acceptable behavior in any environment.
- Discuss issues only with person involved in the issue or in consultation with appropriate personnel.

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- Respond in a timely manner to faculty, field instructors, and department administrative assistant.
- Communicate proactively with faculty, field instructors, or department administrative assistant when an issue is recognized, rather than waiting until after the fact.

Competence

The student is expected to...

- Demonstrate a “B” or better in all SOWK designated courses (Students who receive lower than a C+ in any social work class are required to retake the class).
- Earn a cumulative GPA in all SOWK designated courses of a 3.0 (Students must earn a major GPA of 2.7 and a cumulative GPA of 2.5 to graduate).
- Earn an overall GPA of 2.5 or better.
- Develop competencies addressed in each class and course assignment, and build on competencies developed throughout the major.
- Gain full competence in each of the nine competency areas identified by CSWE and gain full competency for the tenth competency related to faith development identified by the Messiah Social Work Department.
- Perform clinical skills based on appropriate training.
- Demonstrate thinking and clinical judgment in classroom, simulation and field experiences.
- Demonstrate cumulative competence for the most up-to-date APA documentation style.
- Demonstrate competence in writing skills (APA format, grammatically correct, logical idea development, correct spelling and punctuation, correct sentence and paragraph structure, proof reading).
- Not interfere with the competency development of other students through sharing of assignments or course content that would compromise another student’s learning.

E-mail Communication & Etiquette

The student will...

- Use rules of grammar, spelling, punctuation and capitalization
- Use a relevant subject line to identify the topic and urgency of the email for the recipient
- Use professor’s preferred name/title and always demonstrate respect in communication
- Use a consistent tone in email that corresponds to, and is consistent with verbal communication (The tone of voice of an email message is unclear, so write and read them carefully).
- Not use email messages for emotionally delicate or explosive, complex or intimate communication as they can be easily misunderstood.
- Respond to an email communication that requires a response from the student within 2-3 days, per the Messiah University Student Handbook.

Emotional Stability

The student will...

- Respond appropriately to suggestions for improvement.
- Accept constructive criticism.
- Seek counseling and other services when needed.

Ethics

The student will...

- Demonstrate moral and professional behavior consistent with the NASW Code of Ethics, the International Federation of Social Workers Code of Ethics, Federal,

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State and Local laws that govern social work behavior, Messiah University and Social Work Department Policies, and individual course expectations.

Interpersonal Conflicts

The student will...

- Communicate directly with the individual involved in the conflict.
- Reflect respect, integrity and care in all forms of communication.
- Seek assistance in resolving the situation by using the proper chain of command (instructor, Course Coordinator, Dept. Chairperson, School Dean)
- Call campus security or “9-1-1” in cases of imminent danger.
- Report cases of sexual assault or harassment, or verbal/physical threat or actual violence, directly to the field supervisor and to campus security or the Upper Allen Police
- Dept. (The student is also expected to notify the course professor and department chair ASAP).

Professional Relationships

The student will...

- Develop interpersonal skills sufficient for professional interactions with peers, faculty, other professionals and different client populations.
- Function collaboratively in groups.
- Establish rapport and therapeutic relationships with client/families, peers, faculty and other professionals.
- Maintain professional boundaries.
- Participate in successful conflict resolution when necessary.
- Appropriately represent faculty and social work department in a professional manner.

Professionalism

The student is expected to...

- Arrive to class, meetings or placement on time and leave when scheduled.
- Use class, meeting or placement time effectively.
- Inform faculty or field instructor of important information.
- Inform faculty or field instructor ahead of time if going to be absent.
- Demonstrate reliability and timeliness on assignments.
- Be responsive to classroom and agency norms.
- Interact appropriately with peers, faculty, agency staff and clients.
- Complete assignments to the best of your ability and on time.
- Complete all field hours and assignments within the field setting.

Teamwork

The student is expected to...

- Handle all interactions in a respectful and caring manner.
- Contribute equally to the group process in conjunction with his/her team members.
- Cooperate and collaborate.
- Base decisions on consensus whenever possible.

Timeliness

The student is expected to...

- Submit all course assignments on time.
- Arrive on time to class or field placements unless discussed and/or excused by the faculty member prior to learning session.
- Avoid procrastination.

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- Adhere to scheduled appointments (advising, meetings, etc.).

Professional Performance Expectations:

- Attend at all classes.
- Be punctual.
- Come to class prepared (readings and assignments completed).
- Complete all assignments on time and to the best of their ability.
- Participate actively in class discussions and activities.
- Notify the instructor prior to class of illness or legitimate need to miss class.
- Work collaboratively and cooperatively with others.
- Demonstrate respect for others' opinions.
- Demonstrate a willingness to understand and respect diversity regarding race, color, gender, age, religion, ethnicity, disability, and sexual orientation.
- Use self-disclosure appropriately.
- Demonstrate use of critical thinking skills.
- Demonstrate consistency in written communication.
- Articulate ideas, thoughts, and concepts clearly through effective oral communication.

*See Social Media section in the social work department handbook and in the Messiah University Student Handbook for social media content guidelines

*See harassment policy section in the social work department handbook and in the Messiah University Student Handbook for harassment policies

Messiah University Good Moral Character and Infractions:

Students are expected to have an academic and student life disciplinary record reflecting behavior consistent with the Community Covenant of Messiah University. If a student is involved in an infraction of University or Departmental Policy, the student is expected to notify the Chairperson of the Social Work Department to discuss the incident. When a student is involved in a University hearing and after the student's appeal procedures have been completed and the Academic and Student Life Offices have deemed disciplinary action necessary, these offices are expected to report students involved in the offense to the student's advisor and/or the Chairperson of the Social Work Department. In addition to the actions taken by the University, the Messiah University Social Work Chair and/or the Social Work Department are charged with reviewing reported incidents and determining a departmental course of action for the student involved. If in the judgment of the Department Chair and/or the Social Work Department, a student's academic or disciplinary record reflects a substantial disregard to the expectations for social work student conduct, the student will not be approved for admission to, or progression in, the social work major. Eligibility for entrance and continued enrollment in the social work major will be revoked immediately for behavior contrary to the Code of Ethics. In addition, students who are found to be ineligible to continue enrollment in the social work major must immediately withdraw (or will be withdrawn) from the social work major. An "F" may be the grade given if the student withdraws after the semester's final date for withdrawal. Any student deemed by the Chair and/or the Social Work Department to fail to meet the standards set forth for social work

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students may appeal this decision following the appeals process outlined within the Social Work handbook.

Examples of Academic and Behavioral Infractions:

Noted in this policy, See section within social work handbook titled Academic Integrity. Also refer to the *Messiah University Student Handbook*, Academic Integrity Policy. Student Life Infractions: Refer to the *Messiah University Student Handbook* “Student Infractions”

Procedures to Address Professional or Behavioral Issues - Social Work Department

Any faculty with concerns about student professional performance shall request a conference with other social work faculty to address the concerns. The following procedure will be followed:

1. Faculty will meet to develop a plan to address the concerns. Actions described in the plan can include (but are not limited to)
 - a. Student in Difficulty Notification
 - b. Recommendation and plan for remedial action presented to student
 - c. Contract with the student that designates the corrective action, signed by all parties (i.e. student, faculty)
 - d. Rationale for dismissal from the social work Department
2. The faculty will meet with the student to present the recommended written plan of action. The student may appeal the decision by following the policies and procedures for academic and professional grievance. This includes submitting a written proposal to the Chair of the Department of Social Work within 10 days.
3. If there is not satisfactory resolution, the student can further appeal to the Dean of the School of Business, Education and Social Sciences.

If a student disagrees with a grade which has been given in a particular course, and it has been determined that the grade recorded was not in error, the student may initiate the grade appeal process.

This policy is outlined in Messiah University’s Student Handbook and includes the following components:

1. Informal discussion between student and instructor
2. Informal discussion between student and department chair
3. Formal discussion between student, instructor, and department chair
4. Student appeal in writing to department chair
5. Student appeal in writing to the School Dean
6. Student termination from the social work department

Academic Integrity Policy

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Scholastic dishonesty constitutes a serious violation of community standards at Messiah University. Any act which involves misrepresentation of the

student's academic work, or that abridges the rights of others to fair academic competition is forbidden. **The Social Work Department follows University policies related to violations of academic integrity noted in the Messiah University Student Handbook.**

Academic dishonesty includes plagiarism, cheating on assignments or exams, submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned, depriving others of necessary academic sources, and sabotaging another student's work. These violations are described below:

Plagiarism:

Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating:

Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.

Fabrication:

Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records:

Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.

Facilitating Academic Dishonesty:

Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses:

Altering or damaging computer Departments without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted Departments, etc.

Unfair Advantage:

Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

EDUCATION REGARDING ACADEMIC INTEGRITY POLICY

Messiah University is responsible to clearly articulate the Academic Integrity Policy to students by publishing it in the Student Handbook and by informing all incoming first-year students of this policy through the new student orientation program. Faculty should reference the policy in their course syllabi. However, primary responsibility for knowledge of and compliance with this policy rests with the student.

RECORDS OF VIOLATIONS OF ACADEMIC INTEGRITY

As custodian for student education records, the Registrar will maintain records of academic integrity violations for all students in accordance with the University's Schedule for Records Retention.

PROCEDURES FOR PERCEIVED VIOLATIONS OF ACADEMIC INTEGRITY

1. If a violation of the Academic Integrity Policy is suspected, the faculty member should discuss the incident with the student(s) and determine, to the faculty member's satisfaction, whether or not a violation has occurred.
2. If the faculty member determines that it is more likely than not that the student is innocent, the student should be informed of this determination in writing. No report of the incident or of the faculty/student meeting should be filed with the Dean.
3. If the faculty member determines that it is more likely than not that a violation has occurred, he/she should send a formal report to the student, and copy the Dean of the faculty member's school and his/her Department Chair. The formal report should include a complete description of the incident, including date of the violation, the nature or type of the violation, and the nature and type of evidence. The formal report should also include appropriate sanctions. The Dean will send copies of the faculty member's report to the student's advisor(s).
4. Faculty teaching a course that is not housed in an academic department should send the formal report to the Associate Provost, who will direct it to the appropriate Dean or supervisor.
5. The faculty member should keep originals of tests, papers, etc., that provide evidence of the violation.
6. With issues related to computer offenses or misrepresentation of academic records, the case may be referred to the Associate Dean of Students Office for processing.
7. If a staff member or an administrator discovers violations of the Academic Integrity Policy, he/she should contact the School Dean of the school in which the violation has occurred, who will contact the student.
8. The student may appeal in writing to the academic department in which the course is offered. A student's intent to appeal a faculty member's response to a violation must be communicated to the Department Chair in writing within one week of the receipt of the written notification from the faculty member dealing with the incident. The faculty member filing the initial report of a violation should be recused from the department committee handling the appeal. A student in a course that is not housed in an academic department should appeal to the Associate Provost, who will direct the appeal to the appropriate Dean or department. The Associate Provost should ascertain that a group of faculty, with a majority of ranked faculty, will hear the appeal.
9. The student may appeal the decision of the academic department in writing to the School Dean, whose decision will be final.
10. When the appeal process ends, the Dean will notify the Registrar, and determine if this is a first or second violation.

PROCEDURES FOR MULTIPLE OR EGREGIOUS VIOLATIONS OF ACADEMIC INTEGRITY

1. If the student has committed two or more violations of academic integrity, or if the Dean determines that the violation is egregious, the Dean of the school in which the violation occurred will meet with the student who has committed the violation. Unless the violation is egregious, this meeting will take place after the appeals process ends.

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2. The Dean of the school in which the violation occurred will consult with the faculty member who first determined that a violation had occurred; with that faculty member's Department Chair; and with the Dean of the school of the student's major, if other than the reporting Dean. The Dean of the school in which the violation occurred will determine appropriate sanctions.
3. The Dean of the school in which the violation occurred will notify the student in writing of the sanctions determined, and send copies to the student's advisor(s) and to the Dean of the school of the student's major, if other than the reporting Dean.
4. The student may appeal the decision of the School Dean in writing to the Provost, whose decision will be final.

PENALTIES FOR VIOLATIONS OF THE ACADEMIC INTEGRITY POLICY

1. In all instance of violations of the Academic Integrity Policy, the faculty member will assign sanctions within the context of the course. If the violation is a second offense, or it is determined to be an egregious offense, the School Dean will assign appropriate sanctions that go beyond the course. In the case of an egregious offense, the Dean may temporarily suspend the student before and during any appeal process.
2. For a non-egregious first offense, a faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.
3. The policy of the University is to act, whenever possible, in redemptive rather than merely punitive ways. We believe that simply to ignore an offense is to be neither loving nor redemptive. Consequently, if a second report of a violation of the Academic Integrity Policy is received, or if the Dean determines that violation to be egregious, the range of possible responses includes suspension of the student, disciplinary probation, or other appropriate sanctions.

TIME AND RECORD-KEEPING CONSIDERATIONS

1. Academic integrity violations should be processed in a timely manner:
 - a. Faculty should report academic integrity violations within a week of their discovery.
 - b. Student appeals must be filed within a week of receiving the written report of an academic integrity violation.
 - c. The recipient of student appeals should acknowledge receipt of the appeal within one week.
 - d. Timing constraints only apply when school is in session, but processing of violations may continue during breaks.
2. When violations occur at the end of the semester, faculty may file a grade of incomplete until the investigation and possible appeals are complete.
3. Academic integrity violations will continue to be processed if the student withdraws from the course in which the violation occurred.
4. Academic integrity violations may be reported within one semester after the course if first discovered at that time.
5. The final result of all academic integrity investigations, including all appeals would be filed with the Registrar.

6. A record of academic integrity violations will be maintained by the Registrar in accordance with the University's Schedule for Record Retention. However, undergraduate records will not count against students who return as graduate students.
7. If a student carries two majors, notification of academic integrity violations will be sent to the Dean of the student's primary major.
8. The School Dean will notify the faculty member filing the report and the student's advisor(s) of the results of all appeals. In the case of multiple or egregious violations, the School Dean will also notify the Dean of the school of the student's major, if other than the reporting Dean, of the results of any appeal.
9. On-campus program areas conducting required background checks of students (for example, teacher certification, professional advisor) should submit the students' names and ID numbers to the Registrar's Office for clearance. The Registrar will determine that an appropriate need to know exists under FERPA guidelines.
10. If a Department Chair and the Registrar have established that the Department Chair has an on-going need to know about academic integrity violations, the Registrar will automatically notify the Department Chair of any violations by students in that major after all appeals are resolved.

ACADEMIC PROBATION, ELIGIBILITY, SUSPENSION, AND DISMISSAL

The purpose of placing a student on academic probation is to help the student reorder his/her priorities and time commitments in the direction of greater emphasis on academic studies so that he/she might quickly attain the University's and the Department's minimum standards for satisfactory academic progress.

Satisfactory academic progress toward a degree as a full-time student is defined as completing 24 or more credits per academic year and maintaining a cumulative grade point average of 1.8 while earning the first 23 credits, 1.9 for 24–56 credits, and 2.0 for 57 credits or more. Any full-time student who fails to maintain this minimum cumulative grade point average will be placed on academic probation. A student on academic probation will be advised to take a maximum of 14 credits per semester while on probation. A student who does not maintain the minimum cumulative grade point average for two consecutive semesters will be placed on academic suspension for two semesters. Any student taking six or more credits in a semester who receives less than a 1.0 (D) semester grade point average will be placed on academic suspension. After two semesters of suspension, the student may apply for reinstatement by providing evidence of probable success. Upon return, if a student fails to achieve the minimum cumulative grade point average in two semesters, the student will be dismissed from the University. A student who is dismissed for academic reasons may apply for readmission after two years. Such a student must present 24 credits of transferrable work taken after dismissal from Messiah.

A student who has been placed on academic probation shall be ineligible for participation in the following co-curricular activities:

- Intercollegiate athletics and club sports
- Theater productions
- Music ensembles
- SGA officers
- Officers in any SGA-chartered organization, including team managers of Outreach Teams
- Music Ministry Teams

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Residence Life staff

The only exceptions will be those cases where such participation earns academic credit in a University course and that course meets a graduation requirement for the student's major. The Registrar is responsible for notifying students of their being placed on or removed from academic probation upon completion of the grading process for the period of study leading to such status.

Students placed on academic probation as a result of fall semester grades shall become ineligible for cocurricular participation on the first class day of J-term/ spring semester.

Students placed on academic probation as a result of J-term/spring semester or summer session grades shall become ineligible for participation on the first class day of the fall semester.

Students who are removed from academic probation as a result of fall, J-term/ spring, or summer grades shall become eligible for cocurricular participation as soon as grades are officially recorded for that period of study.

A student who is placed on academic probation may appeal for an exception to this policy. The appeal must be sent, in writing, to the Registrar by the end of the first week of the next semester (fall or J-term/spring), and must be accompanied by letters of recommendation from the student's academic advisor, the person in charge of the respective cocurricular activity, and the student's Residence Director (if applicable). The Academic Appeals Subcommittee shall act on the appeal, and the decision of that committee shall be final.

ACADEMIC APPEALS OF SUSPENSION OR DISMISSAL

Appeals of academic suspension or dismissal must be submitted in writing to the Academic Appeals Subcommittee and must include an explanation of why minimum academic requirements were not met and why an exception is warranted. Appeals must be received within the time limit stated in the suspension notification.

The dismissal of students for academic reasons is defined as an academic matter and adjudicated through the Office of the Registrar. Additionally, students in the social work department who do not meet academic qualifications for admission to the major face consequences and will be placed on conditional or non-admission status. Also, students who do not meet academic qualifications are not eligible for senior field placement (SOWK 490). The social work faculty advisor counsels students not meeting academic standards as to options available (e.g. transfer to another major).

In order to nurture personal growth and maintain an atmosphere conducive to learning, Messiah University expects students to be accountable to community standards that promote responsible membership to the University community. Disciplinary procedures are designed to educate students, promote restoration and community responsibility, and treat students justly. The Social Work Department follows procedures for dismissal for non-academic reasons that are clearly stated in the Messiah University Student Handbook.

Student disciplinary procedures address behaviors that violate the community covenant and violation of the law. These violations are considered not acceptable professional performance by the social work Department, and would come to bear on the admission procedure and continued progress in the major for social work majors. Any social work

student under University disciplinary action for reportable infractions (see list below) must report the violation and corrective action in writing to their advisor.

ACADEMIC POLICIES SPECIFIC TO THE SOCIAL WORK DEPARTMENT

Social work students are expected to meet the following social work specific requirements for graduation. Students are required to have a minimum of a 2.7 GPA in the major, a minimum cumulative GPA of 2.5 and a SOWK course specific grade of 2.3 or better. Any student not receiving a C+ or better in any SOWK course is required to retake the course and obtain a higher grade. Faculty may institute a process for remediation for any student not meeting any of these expectations while in the major. Procedures for handling these situations are similar to procedures for handling concerns regarding student professional performance and are listed below:

Any faculty with concerns about student professional performance shall request a conference with other social work faculty to discuss the concerns. The following procedure will be followed:

1. Faculty will meet to develop a plan to address the concerns. Actions described in the plan can include (but are not limited to): Student in Difficulty Notification, Recommendation and plan for remedial action presented to student, Contract with the student that designates the corrective action, signed by all parties (i.e. student, faculty).
2. In some cases the student may be recommended for dismissal from the social work department as part of the professional performance review.
3. The faculty will meet with the student to present the recommended written plan of action.
4. The student may appeal the decision by submitting a written proposal to the Chair of the Department of Sociology, Social Work, and Criminal Justice within 10 days.
5. If there is not satisfactory resolution, the student can further appeal to the Dean of the School of Education and Social Sciences. (This policy is stated in the Messiah University Social Work Program Handbook)

PROFESSIONAL BEHAVIOR PROBATION AND DISMISSAL

Behavioral infractions listed below for which social work students have been found responsible by the University will be reported to the Department Chair by the student and/or student's advisor. Social work faculty will review reported incidents and determine a course of action for the student involved. Reportable infractions include:

- Any violation of the *Academic Integrity Policy* published in the current *Messiah University Student Handbook*. Violations of the *Academic Integrity Policy* include (but may not be limited to) the following offenses: plagiarism, cheating, fabrication, misrepresentation of academic records, facilitating academic dishonesty, computer offenses, unfair advantage.
- A finding of responsibility by the Messiah University disciplinary process or an arrest by an off-campus police agency for any of the following offenses:
 - Underage drinking
 - Discriminatory behavior: racial, gender
 - Harassment behavior: abusive, sexual

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- Personal dishonesty: stealing and/or theft of services
- Possession and/or use of illegal drugs
- Campus possession of University-banned weapons, for ex. firearms
- Willful destruction of property
- Initiating bomb scares and/or false fire alarms
- Other incidents as identified by the Dean of Students.

In addition, the social work department recognizes that students may display difficulties understanding and adhering to standards of the profession (e.g. values and ethics set forth in the NASW Code of Ethics, skills and knowledge of social work practice) in ways not addressed by the above policy. In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student professional performance and addressing concerns with the student through advising and grading. Social work faculty meet a minimum of twice per month to discuss concerns about student academic and professional performance. If a student displays behaviors deemed unprofessional (see professional performance expectations listed below) the faculty discuss the student concerns and agree on a plan to address the concerns. Performance Expectations and the procedure for addressing concerns about student academic and professional performance not covered by University policy is described below.

Professional Performance Expectations:

Attendance at all classes. Punctuality. Come to class prepared (readings and assignments completed). Complete all assignments on time and to the best of their ability. Actively participate in class discussions and activities, Notify the instructor prior to class of illness or legitimate need to miss class, Work collaboratively and cooperatively with others, Demonstrate respect for others' opinions, Demonstrate a willingness to understand and respect diversity regarding race, color, gender, age, religion, ethnicity, disability, and sexual orientation, Use self-disclosure appropriately, Demonstrate use of critical thinking skills, Demonstrate consistency in written communication, Clearly articulate ideas, thoughts, concepts through effective oral communication, Procedure to Address Professional Performance Issues.

Any faculty with concerns about student professional performance shall request a conference with other social work faculty to discuss the concerns. The following procedure will be followed:

6. Faculty will meet to develop a plan to address the concerns. Actions described in the plan can include (but are not limited to): Student in Difficulty Notification, Recommendation and plan for remedial action presented to student, Contract with the student that designates the corrective action, signed by all parties (i.e. student, faculty).
7. In some cases the student may be recommended for dismissal from the social work department as part of the professional performance review.
8. The faculty will meet with the student to present the recommended written plan of action.
9. The student may appeal the decision by submitting a written proposal to the Chair of the Department of Sociology, Social Work, and Criminal Justice within 10 days.
10. If there is not satisfactory resolution, the student can further appeal to the Dean of the School of Education and Social Sciences. (This policy is stated in the Messiah University Social Work Program Handbook)

PROFESSIONAL BEHAVIOR APPEALS OF SUSPENSION OR DISMISSAL

If the student has previously gained conditional or full acceptance to the major, and/or is currently in a field placement, any violations resulting in disciplinary probation, suspension, or expulsion will result in immediate review by the Social Work Department Chair and other faculty relevant to the situation to determine appropriate action (suspension or expulsion results in immediate like action for a student in field). If the student has not applied for formal admission, the admissions committee will consider the disciplinary action during evaluation.

A student who fails to follow Departmental and University behavioral expectations will jeopardize admission to, and retention in, the social work major. The social work faculty is responsible for determining compliance with this policy, and may consider particular circumstances of student violations, including a student's prompt self-report of the violation, and any remedial effort made by the student.

If the department determines that the student behavior warrants suspension or termination from the department, the student will receive written notice of the decision within 10 days of the departmental meeting. The department chair will notify the Dean of the School of Business, Education and Social Sciences of any decision to terminate a student from the department. Additionally, the department chair will work with the registrars office to remove the student from any social work course and the field coordinator will contact any field placement to handle placement concerns. Any student deemed by the social work faculty to fail to satisfy departmental policies or who has been terminated from the department may appeal within ten days of the social work faculty's decision to the Chair of the Department of Social Work, who shall render a final written determination within ten days of receiving the appeal. Students not satisfied with the decision may appeal to the Dean of the School of Business, Education and Social Sciences within 5 days of the written determination of the department.

Policies and Procedures for academic and professional grievance and informing students of grievance process

If a student disagrees with any decision made by the social work faculty related to academic or professional performance, the student may appeal the decision by submitting a written proposal to the Chair of the Department Social Work within 10 days. If there is not satisfactory resolution, the student can further appeal to the Dean of the School of Education and Social Sciences within five days. This policy is listed in the student handbook and is posted within the program's website. If a student disagree with a grade which has been given in a particular course, and it has been determined that the grade recorded was not in error, the student may initiate the grade appeal process. This policy is outlined in Messiah University's Student Handbook and includes the following components: 1. Informal discussion between student and instructor, 2. Informal discussion between student and department chair, 3. Formal discussion between student, instructor, and department chair, 4. Student appeal in writing to department chair, and 5. Student appeal in writing to the School Dean.

Procedures for Dismissal from the Social Work Department for academic and professional performance

The Social Work Department follows procedures for dismissing students for reasons of academic performance that are clearly stated in the Messiah University Catalog, are noted in the Social Work Department Handbook. Students are informed of these policies during student meetings, during class discussions and during review of policies contained in the Messiah University Student Handbook, University Catalog and review of the Social Work Department Handbook at the beginning stages of their journey at Messiah and in the Social Work major. The expectation to know, understand and follow departmental these policies is stated in every SOWK Course syllabus. There are also course assignments related to reviewing these policies in beginning social work classes and field classes.

Student Rights and Responsibilities

The rights and responsibilities of students in the social work department are included in the Messiah University Student Handbook under the Community Covenant. The Community Covenant describes the benefits, responsibilities, and expectations for students living in the community of Messiah University. All students must agree to abide by the Covenant and sign a statement affirming their commitment. The Messiah University Student Handbook also delineates all policies concerning students including participation in the University governance system. All University councils and committee have student participation, many (e.g. Academic Council, Admissions and Financial Aid, Community Standards, Curriculum, Gender Concerns, Community of Educators Senate) give students voting privileges. The Student Government Association (SGA) represents student concerns to the University Administration and coordinates student representation to University councils and committees.

The social work department also supports students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs by supporting student participation in Social Work Department Meetings, Social Work Advisory Board Meetings, and through engaging with the two social work clubs, Phi Alpha and the Social Work Club to address policy concerns. Additionally, social work faculty, in keeping with the goals and objectives of the Department, encourage students to be active members of the Messiah University community and participate in efforts to promote advocacy on campus. Social work student representatives can be seen throughout the campus in positions of leadership.

Conference Attendance Policy – Student Professional Development

Professional conferences that are held during the year provide a forum for students to network and become engaged in the profession of social work and various professional organizations. Social Work faculty provides information about upcoming conferences and coordinates student attendance at such events in order to encourage students to attend professional conferences and workshops. Students are responsible for all transportation to and from the conferences and lodging while at the conference. Students are encouraged to volunteer at conferences in order to reduce fees.

Cross Cultural Guidelines

When a student is to leave on a semester long study abroad program, the student is expected to inform the Social Work Department at the beginning of the semester prior to his/her semester abroad. If a student is to leave on a cross-cultural trip, the student is expected to inform the Social Work Department 4 weeks prior to their departure. This communication is necessary in order to locate and contact the student if necessary while they are away for departmental reasons. For all study abroad and cross-cultural trips, a student must inform the Social Work Department when he/she is leaving and where he/she is going.

Malpractice Insurance

The following information describes the Professional Liability Coverage that the University provides for students doing internships and/or field placements. It is your responsibility to determine if the coverage is adequate, or if additional coverage should be purchased.

Named Insured: Messiah University

Policy Period: Yearly renewal on September 1

Limits of Liability: The liability for each claim including expenses under this policy shall not exceed - \$1,000,000; and, subject to that limit for each claim, the total limit of liability for all claims including claim expenses under this policy shall not exceed the aggregate - \$3,000,000.

Deductible: \$10,000

In most cases involving internships or practicums, cooperating agencies request proof of insurance. This proof is known as a “Certificate of Insurance” and may be requested through Lisa P. Snyder by using the contact information listed below. In order to request a certificate, the student must provide the name of the agency, the contact person at the agency, that person’s mailing address, telephone number, and fax, as well as the dates the student is doing the internship or practicum. The student must also provide his or her name and the name of his or her faculty advisor. The insurance broker will be contacted and the certificate will be issued to the requesting agency and to the University for the faculty advisor.

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The Office of the Vice President for Operations is responsible for securing insurances on behalf of the University. For more information, contact the office of the Vice President for Operations at (717) 796 -1800, extension 6003.

Racial/Ethnic Harassment Policy

Context

Messiah University deplores all incidents of harassment, intimidation and discrimination. Any act of harassment, intimidation, or discrimination, whether it be committed intentionally or unintentionally, by employees of the University or students, is contrary to the ideals of the Christian faith, the University ethos, and our educational mission. Furthermore, such harassment has undesirable psychological, social, and educational consequences and may be illegal. We work to create a welcoming community which is characterized by the biblical vision for justice, respect, diversity, and shalom (peace). However, we are a human community and, thus, prejudice and harassment may occur at times on our campus. Because these sins may mar the ideals of our community, this policy is designed to protect those who may be victimized by prejudice and discrimination.

The University has a “zero tolerance” policy toward all forms of harassment, intimidation, and discrimination related to skin color, race (and related physical characteristics), cultural heritage, ethnicity and nationality. This means that the University will respond promptly and firmly to incidents in ways that are educational and redemptive, and which encourage personal responsibility. The University will consider a full range of disciplinary actions and other responses appropriate to the situation to address the needs of both the offender and the victim. Messiah University affirms its commitment to maintain a learning and working environment which is fair, respectful, and free from all forms of harassment.

Policy

Harassment, intimidation, or discrimination on the basis of physical or cultural characteristics, such as skin color, race (and related physical characteristics), national or ethnic origin, and cultural heritage is a violation of community standards. In order to cultivate a creative learning environment, Messiah University encourages free inquiry and expression within the bounds of our Christian commitments. As an educational community we seek to promote learning environments that foster respectful dialogue, exchange, and inquiry for the purposes of educational transformation. Members of the community have the right to hold and defend a variety of viewpoints within an educational setting. For educational purposes, required reading(s), educational activities (videos, projects, discussions, etc.), music, drama, or art may include historical information that portrays groups or individuals in a pejorative fashion. Educators carry responsibility for directing these activities with care and sensitivity. To clarify the point at which protected free expression ends and prohibited discrimination and harassment begins, the following guidelines shall apply:

- Prohibited discrimination includes practices, policies, and actions which disadvantage an individual or group on the basis of characteristics such as their skin

color, race (and related physical characteristics), culture, and national or ethnic origin.

- Prohibited harassment includes intimidation by threats and/or actual physical or emotional harm.
- Speech and other forms of expression by students or employees constitute racial or ethnic harassment if, on the basis of skin color, race (and related physical characteristics), culture, and national or ethnic origin, they: directly demean, insult, or stigmatize an individual or a group or make use of insulting or “fighting” words or non-verbal symbols.

Sexual Harassment Policy

It is the policy of Messiah University to prohibit sexual harassment of its employees and students in any form. In maintaining this policy, the University seeks to assert basic Christian precepts, to affirm ethical standards universally accepted in the workplace, and uphold existing laws. Any practice or behavior that constitutes sexual harassment will not be tolerated. Prompt and effective action will be taken to investigate and remedy the situation. Sexual harassment is essentially a display of power intended to intimidate, coerce, embarrass, or degrade another person. Usually, the harasser has power over the victim (such as a supervisor over a subordinate employee, a faculty member over a student, or a physically larger person over one of smaller stature) and seeks to exploit that differential in power. In any form, such behavior undermines the atmosphere of trust and collegiality, which Messiah University seeks to foster, and is unacceptable.

Definition of sexual harassment: Sexual harassment in the workplace is prohibited under Title VII of the Civil Rights Act of 1964. Under Title IX of the Education Amendments of 1972, sexual harassment of students is a prohibited form of gender discrimination because it denies or limits, on the basis of sex, a student’s ability to participate in or benefit from the University’s Departments. Both males and females are protected by law from sexual harassment. Moreover, the law prohibits sexual harassment regardless of the sex of the harasser; i.e. even if the harasser and the person being harassed are members of the same gender. The following conduct violates Messiah University policy and is illegal:

Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education, (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting an individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance or is so severe and pervasive that it creates an intimidating, hostile, or offensive educational or employment environment. Examples of behavior that may constitute sexual harassment include (but are not limited to) the following:
subtle pressure for sexual activity

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- a. unnecessary brushes or touches
- b. offensive sexual graffiti
- c. disparaging remarks about one's gender
- d. physical aggression such as pinching and patting
- e. sexual innuendoes or persistent use of sexually suggestive language which another person finds offensive, demeaning, or otherwise inappropriate
- f. verbal sexual abuse disguised as humor
- g. obscene gestures
- h. sexist remarks about a person's clothing, body, or sexual activities
- i. conditioning an educational or employment decision or benefit on submission to sexual conduct

Messiah University's concern with abuses of power which may find expression in sexual contexts extends beyond the specific behavior indicated in federal and state law. Students should refer to the Community Covenant and behavioral standards which are broadly applicable to members of our community.

Americans with Disabilities Act Compliance

In compliance with the Americans with Disabilities Act (ADA), Messiah University does not discriminate against students or employees with disabilities. Efforts are made to arrange effective accommodations for any qualified person. You may present current evidence of a disability to Disability Services. For further information, see the Student Resources section on Disability Services.

If you have a documented disability and wish to discuss needed academic accommodations for a specific course, please speak with the instructor as soon as possible. Campus policy states that disability accommodations must be pre-approved through the Office of Disability Services, located in Murray Library.

Assessment of the Social Work Department

The social work department regularly engages in formal and informal evaluation to assess students' progress toward the Department goals, and related competencies and practice behaviors. Informal evaluation consists of feedback solicited by the faculty as students are advised and engaged in informal meetings. This allows faculty and students the forum to discuss integration of Christian faith into practice, and allows for observation of students professional and personal growth. Students are regularly given the opportunity to informally meet with faculty during lunch, breakfast, and through the open door policy explained to students in all course syllabi, which enables students to meet with faculty any time faculty are in their office, regardless of posted office hours.

Formal evaluation of student progress toward Department goals and course objectives, and Department competencies and related practice behaviors is ongoing and occurs at regular intervals. Data on student progress is collected through student performance on class

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assignments, formal admission to the major, field practice evaluations, senior portfolio, graduating student exit interviews, and alumni surveys. Data that is collected is used to evaluate and assess Department effectiveness in developing competent generalist practitioners. The information is also used to identify areas of Department strengths and areas where improvements can be made.

The Senior Exit Survey is administered to graduating seniors during the spring semester. Students are expected to complete the survey so Department faculty continuously assess and make changes to the Department. Every effort is made to keep contact information current, and graduates are encouraged to keep the Department and Messiah University Alumni Office informed of changes in address and employment.

The Alumni Survey is administered every 4 years to gather information on the current status of Messiah University Alumni and as an assessment tool for the Department.

Curriculum

Curriculum Overview

The Social Work Curriculum is designed to reflect the educational goals and objectives of the Department. Students must successfully complete all required courses to graduate. Courses with prerequisites are noted. The curriculum incorporates general education requirements; further information on such requirements may be found in the Messiah University Course Catalog.

Social Work Major— (70 credits)

- SOWK 099 Professionalism in Social Work (1)
- SOWK 120 Introduction to Social Work and Social Welfare (3)
- SOWK 221 Human Behavior in the Social Environment (3)
- SOWK 250 Social Work Practice with Individuals (3)
- SOWK 251 Field Experience: Social Work Practice with Individuals (1)
- SOWK 356 Engaging Diversity and Inequality (3)
- SOWK 360 Social Work Practice with Families (3)
- SOWK 361 Field Experience: Social Work Practice with Families (1)
- SOWK 372 Social Work Practice with Groups (4)
- SOWK 382 Topics in Social Work (3)
- SOWK 385 Introduction to Research in Social Work (3)
- SOWK 420 Social Welfare Policy and Social Change (3)
- SOWK 475 Social Work Practice with Communities and Organizations (3)
- SOWK 476 Field Experience: Social Work Practice with Communities and Organizations (1)
- SOWK 484 Preparations for Field Practice (1)
- SOWK 485 Seminar in Social Work Practice (3)
- SOWK 490 Field Practice in Social Work (12)
- SOAN 101 Introduction to Sociology (3)
- PSYC 101 Introduction to Psychology (3)

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HIST 142 US History Survey Since 1865 (3)

BIOL 258 Human Biology (4)

STAT 269 Introductory Statistics (3)

ECON 110, 117 or 120 Economics elective (3)

NOTE: Semester in Harrisburg or semester abroad is advised, but not required.

Course Descriptions

SOWK 099 Professionalism in Social Work (1)

This course provides foundational information for being a professional, ethical and competent social worker including understanding professional behavior, faith and practice issues, social work competencies, and the purpose of the Code of Ethics. Additionally, the course will focus on discipline specific writing expectations including use of the APA style guide. Students review the Department handbook and learn the admittance and progression requirements for the Social Work major. Offered Fall semesters.

SOWK 120 Introduction to Social Work and Social Welfare (3)

This course explores the history and values of Social Work as a profession and social welfare as an institution, both of which have grown from our common human needs and social problems in modern, industrial society. The course requires discussion of different practice areas of social work and begins to help students develop an understanding of the service delivery system through discussion of values, ethics, and fields of practice. A philosophical, theoretical, and historical framework for Social Work and social welfare will be developed focusing on populations at risk and the promotion of social and economic justice. The course has a sixteen-hour volunteer experience requirement within a social service type agency.

SOWK 221 Human Behavior in the Social Environment (3)

This course examines the person as a bio-psycho-social-spiritual-cultural being and the processes by which development occurs throughout the life cycle. There will be an exploration of the dynamic interrelationships between biological, psychological, spiritual, and environmental factors that create human diversity and likeness. Content will utilize current research and empirically based theories to focus on the interactions of individuals, groups, society, and economic system.

SOWK 250 Social Work Practice with Individuals (3)

This is the first course offered in the practice series and is designed to introduce students to the philosophy and characteristics of helping relationships within the generalist framework in Social Work. It introduces basic relationship building, communication, social work principles and values, critical thinking and problem solving skills for use with any client system (individual, family, group, organization, community), but has a primary focus on working with individuals within a social context. A one-day per week practicum experience runs concurrent with

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coursework and offers an opportunity for students to begin understanding, evaluating and assessing practice. Limited to Social Work majors.

Prerequisites: SOWK 120 and SOWK 221

SOWK 251 – Field Experience: Social Work Practice with Individuals (1)

A one-day per week practicum experience runs concurrent with course work and offers an opportunity for students to begin understanding, evaluating, and assessing practice. Limited to Social Work majors or Instructor's consent.

Prerequisites: SOWK 120 and SOWK 221. Co-requisite: Field Experience must be taken with SOWK 250.

SOWK 356 Engaging Diversity and Inequalities (3)

This course will provide students with an understanding of the social and historical contexts and the mechanisms which perpetuate prejudice, discrimination and inequality in the United States and globally. This course prepares students to engage in advocacy for human rights, social justice and economic justice with individuals, social systems and structures. Topics will include race, gender, class, culture, religion, disabilities, sexual orientation and other areas of marginalization.

Prerequisite: IDCR 151. Cross-listed with SOAN 356. Meets General Education Pluralism Requirement.

SOWK 360 Social Work Practice with Families (3)

This course is the second in the practice series and begins to develop specific helping skills for generalist Social Work practice. Topics include the problem-solving model, and interviewing, assessment, treatment planning and evaluation skills. Family developmental issues will be addressed. A primary focus of this course will be the development of a knowledge base and the competencies necessary to provide Social Work intervention at the mezzo level especially with families-at-risk. A 50-hour preliminary practice experience runs concurrent with coursework. This course is limited to Social Work majors.

Prerequisite: SOWK 250.

SOWK 361 Field Experience: Social Work Practice with Families (1)

A one-day per week practicum experience runs concurrent with course work. Limited to Social Work majors or Instructor's consent.

Prerequisite: SOWK 250. Co-requisite: Field Experience must be taken with SOWK 360.

SOWK 372 Social Work Practice with Groups (4)

This is the third class in a series of practice courses in Social Work. The course examines the dynamics of the small group. Various theoretical conceptualizations of the role of the social worker in the group are discussed. Concepts such as group dynamics, norms, and roles are examined. Group leadership skills for planning, facilitating, and evaluating groups will be developed and practiced. Content will include identifying and implementing group related

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empirically based interventions and services designed to achieve client and community goals. There is also a focus on the interplay between social work and community groups.

Prerequisite: SOWK 360

SOWK 382 Topics in Social Work (3)

Provides the opportunity for the Department to offer course of major interest not covered by other required courses.

SOWK 385 Introduction to Research in Social Work (3)

This course explores the philosophy, concepts, principles, and methods of empirical research in Social Work. Characteristic stages and formats of social research are reviewed, with the primary aim of developing beginning competence in the critical assessment of published research and the use of research methods in the field of Social Work. Emphasis will be on the development of an understanding of a scientific, analytic and ethical approach to building knowledge for practice. Both quantitative and qualitative methods will be presented. There will also be a focus on developing a student's ability to use research methods for the purposes of evaluation in Social Work practice, Departments and policies.

Prerequisites: This course should be taken in the junior or senior year.

SOWK 420 Social Welfare Policies in the U.S. (3)

This course will introduce students to the arena of social policy and to the sociopolitical environment in which policy takes place. Students will develop a capacity to examine and critically analyze social welfare policy within historical and societal contexts. Selected areas of policy will be examined using theoretical and analytical principles. The course will focus on the implementation of advocacy strategies to combat discrimination, to promote social and economic justice, and will empower students to be agents of social change in the United States and abroad.

SOWK 475 Social Work Practice with Communities and Organizations (3)

This course is the fourth class offered in the practice series and is an integral part of generalist social work practice. It is designed to develop the skills and abilities of students to practice macro social work. The primary focus will be on the interrelationships between the environment, agency structures and general service delivery systems. Students will develop specific community organizing and networking skills. A strong component of this course will focus on Department evaluation and community assessment and intervention. Limited to Social Work Majors. *Prerequisite: SOWK 360.*

SOWK 476 Field Experience Communities and Organizations (1)

Students will create an independent macro project that is concurrent with course work. Limited to Social Work majors or Instructor's consent.

Prerequisite: SOWK 360. Co-requisite: Field Experience must be taken with SOWK 475.

SOWK 484 Preparation for Field Practice (1)

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This course is designed to prepare students for entering their senior year field practice experience. Student and agency expectations will be discussed regarding objectives, procedures, roles and responsibilities as well as relevant practice issues such as record keeping, stress management, and use of supervision in practice. Practical information regarding agency placements will be reviewed. Final coordination and student interviews with prospective placement will occur during this course. Offered during fall of senior year. *Prerequisites: Completion of all degree requirements except SOWK 485 and SOWK 490.*

SOWK 485 Seminar in Social Work Practice (3)

This course focuses on the knowledge, principles and skills of social work practice. Emphasis is placed on generalist social work practice and utilizing a strength perspective in service delivery. Focus will be on the integration of models of service delivery with different client systems. The course will incorporate the values of the profession and analyze ethical dilemmas and the ways which they affect practice, services and clients. SOWK 485 is offered Spring Semester of Senior year. *Prerequisites: Completion of all degree requirements. This course runs concurrently with SOWK 490.*

SOWK 490 Field Practice in Social Work (12)

This course provides specific Social Work service delivery in selected social welfare and related agencies. Students will receive a minimum of four hundred hours of practice experience. Opportunities will be provided to connect social work theory with practice and to develop social work skills with various client systems within an agency context utilizing theory based practice knowledge. *Prerequisites: Completion of all degree requirements. Course runs concurrently with SOW 485.*

SOWK 491 Independent Study (1-3)

Junior and senior students with at least a 3.0 GPA in their major may select a problem for independent investigation in a special area of Social Work. *Prerequisite: Instructor's consent and Department Chair.*

SOWK 497, 498 Major Honors (3,3)

Independent research Department for students who have a strong academic record for a minimum of five previous semesters of University study. Overall GPA of 3.5 and departmental approval required for enrollment.

Major Honors Department – Guidelines for Students

**Messiah University
Major Honors Department
Department of Social Work
Guidelines for Students**

I. ELIGIBILITY

Students with outstanding academic records may do a Major Honors Project. Normally this project will include the scholarship of discovery through activities such as survey research, ethnographic study, case study, historical projects, library projects, theoretical projects, or literature synthesis. It will lead to a near publishable paper. Following Ernest Boyer's typology, projects may also focus on the scholarship of teaching, application (service-learning) or integration. In this case, the project will include reflection and analysis as well as teaching, application and/or integration. The project will include a report or paper reporting this reflection and analysis appropriate to the project.

To be eligible for this Department, students must have a strong academic record for a minimum of five previous semesters of University study. Students are eligible for a departmental honors project if they have a GPA of 3.3 in all courses and a GPA of 3.50 in major courses or other evidence of academic excellence. All applicants and projects must be approved by the department faculty. The catalog course description is as follows:

SOWK, 497/498 Major Honors (3,3) Independent research Department for students who have a strong academic record for a minimum of five previous semesters of University study. Department approval required for enrollment.

II. ACADEMIC EXPERIENCES, EXPECTATIONS, SUPERVISION

The project will be supervised by a committee of three chosen by the student and approved by the department. A student thinking about doing an honors project should work with a faculty member to develop a plan and proposal for the honors project. This faculty member normally will serve as chair of the committee and will assist the student to identify two additional committee members and will recommend the project to the department. If possible, one of the committee members should be from a major other than the one in which the credit is awarded. The chair will assist the student in securing Institutional Review Board (IRB) approval if needed.

Normally the honors project will span the last three semesters of a student's University experience with the first semester being used to develop a proposal and secure approval and the second and third semesters used to implement the project. Social Work students who do a block field placement the last semester of their senior year will use the three semesters prior to the last one. The following pattern will normally be followed except for Social Work Majors who will advance the process one semester.

- a. During the second semester of the junior year (typically the spring term), the student will, in consultation with their advisor and/or a potential faculty member who could serve as chair of the supervising committee decide to apply for major honors. They will identify a specific problem or question to be investigated and will prepare a research proposal which will include names of committee members. The proposal and suggestions for the committee will be submitted to the Department of Social Work for approval one month before the beginning of exam week.
- b. During the first semester senior year (typically the fall term), the student will register for SOCI/SOWK 497 (3 credits). The student will prepare a detailed, 7 - 10 page, prospectus for the honors project to be submitted to the committee by Oct. 1. When the prospectus

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has been accepted by the honors committee, the student will begin work on the project following a work outline approved by the committee. The expectation is that the work load would be equivalent to that expected for 3 semester credit hours.

- c. During the second semester of the senior year (typically the spring term), if the honors committee concurs that the first semester's work has been of sufficient quality to allow the student to continue in the major honors Department, the student will register for SOCI/ SOWK 498 (3 credits). During the second semester, the student will complete the project under the guidance of the committee. The chair has primary responsibility for guiding the student in the entire honors project. Other committee members will assist as mutually arranged. Each committee member will approve the final draft. At the conclusion of the project, the student will give a formal presentation open to the campus community.

III. PROCEDURE FOR PROJECT APPROVAL

During the semester prior to formally registering for Major Honors, the student will work with their advisor to secure a chairperson for the student's honors committee. The chair may be the student's advisor or some other faculty member in the student's major. The student will work with the chair to identify two other committee members. The student working with the chair will prepare a proposal that includes: a clear title for the research topic, a description, a methodology, an outline of the study including questions to be explored, and a preliminary bibliography of sources in the topic to be studied. This will be completed by April 15 of the junior year and will be 1-3 pages long. The committee is responsible to set expectations and requirements.

The committee chair will present a recommendation to the department for approval. Upon approval, the student may register for SOCI/SOWK 497.

A form will be provided to record actions taken.

IV. SCHEDULE AND CHECKLIST

This list provides a step by step schedule and checklist that moves the project from idea to finished product. Semesters are labeled as the first, second and third semesters of the project. Normally the first semester is the spring of the junior year except for social work students who will likely begin one semester earlier. The second semester is the fall of the senior year and the third semester the spring of the senior year.

First semester of the project

- a. The student will consult with their advisor regarding their interest in doing a major honors project.
- b. In consultation with their advisor, the student will secure a faculty member to serve as chair of the committee to direct the honors project.
- c. In consultation with the chair of their major honors committee, the students will secure two additional committee members at least one of whom is from a different major.
- d. The student will prepare a proposal for the project to be approved by the committee and submitted to the department chair to take to the department for approval. This should be 1 to 3 pages and is due April 15.

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- e. If the project is approved the student will register for SOWK 497, 3 credits for the following semester.
- f. The proposal will include a clear title for the research topic, the names of the committee members, a specific problem or question to be investigated, a description, a methodology, an outline of the study including questions to be explored, and a preliminary bibliography of sources in the topic to be studied. It should be 1-3 pages in length. However, the committee is responsible to set the expectations and requirements for the proposal.

Second semester of the project

- g. The student will develop a detailed prospectus for the honors project. (This should be 7 to 10 pages and is due Oct. 1)
- h. The student will begin work on the project in consultation with the committee.
- i. For the student to continue into the third semester of work, they must successfully complete first semester's work at an "A" level. (If the student has done less than "A" quality work, they may receive credit for 3 hours of independent study with an appropriate grade assigned for the quality of work that has been completed.)
- j. The student will register for SOCI/SOWK 498 for the next semester.

Third semester of the project

- j. During the third semester, the student will complete the project. The student should be in constant contact with the chair and committee for advice and counsel, for comments on issues that arise, and for review of drafts of written work.
- k. The student will provide a draft of the final project paper or report to each committee for review and possible revisions by April 1.
- l. A final review and public presentation of the project will be scheduled during April/ May of the third year.
- m. Upon completion of the project and approval of the committee, a final grade will be assigned and forwarded to the academic office with notice of successful completion of major honors will be filed. *A student will graduate with Major Honors only if the honors work is of such high quality as to merit the grade of A.* Otherwise, the student will receive an appropriate grade for independent study.

V. ALTERNATE SCHEDULE AND CHECKLIST

This schedule is designed for social work students who will begin one semester earlier than the normal schedule, in the fall of the junior year. The second semester is the spring of the junior year and the third semester the fall of the senior year. This schedule is helpful for those to wish to complete their honors project before beginning the Senior Field Placement in the spring semester of the senior year.

First semester of the project

The student will consult with their advisor regarding their interest in doing a major honors project.

- a. In consultation with their advisor, the student will secure a faculty member to serve as chair of the committee to direct the honors project.

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- b. In consultation with the chair of their major honors committee, the students will secure two additional committee members, at least one of whom is from a different major.
- c. The student will prepare a proposal for the project to be approved by the committee and submitted to the department chair to take to the department for approval. This should be 1 to 3 pages and is due November 15.
- d. If the project is approved, the student will register for SOCI/SOWK 497, 3 credits for the following semester.
- e. The proposal will include a clear title for the research topic, the names of the committee members, a specific problem or question to be investigated, a description, a methodology, an outline of the study including questions to be explored, and a preliminary bibliography of sources in the topic to be studied. It should be 1-3 pages in length. However, the committee is responsible to set the expectations and requirements for the proposal.

Second semester of the project

- g. The student will develop a detailed prospectus for the honors project. This should be 7 to 10 pages and is due March 1.
- h. The student will begin work on the project in consultation with the committee.
- i. For the student to continue into the third semester of work, they must successfully complete first semester's work at an "A" level. (If the student has done less than "A" quality work, they may receive credit for 3 hours of independent study with an appropriate grade assigned for the quality of work that has been completed).
- j. The student will register for SOCI/SOWK 498 for the next semester.

Third semester of the project

- j. During the third semester, the student will complete the project. The student should be in constant contact with the chair and committee for advice and counsel, for comments on issues that arise, and for review of drafts of written work.
- k. The student will provide a draft of the final project paper or report to each committee for review and possible revisions by November 1.
- l. A final review and public presentation of the project will be scheduled during November/December of the fourth year.
- m. Upon completion of the project and approval of the committee, a final grade will be assigned and forwarded to the academic office with notice of successful completion of major honors will be filed. *A student will graduate with Major Honors only if the honors work is of such high quality as to merit the grade of A.* Otherwise they will receive an appropriate grade for independent study.

VI. TYPES OF PAPERS

For the Major Honors project, students in the Department of Social Work may complete one of the following types of study. Following Ernest Boyer's typology, projects may be the scholarship of discovery, teaching, application or integration.

Research Projects

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Quantitative Studies
Qualitative Studies
Theoretical Projects
Integrative Studies
Historical and Library Based Studies
The Scholarship of Teaching and Learning (SOTL)
Department Evaluation and Assessment
Department Design and Implementation
Community Based Research

As a general guideline, research projects should be 25 pages in length (including tables, bibliography, etc.) while theoretical projects should be 50 pages in length (including bibliography, diagrams, charts, etc.). Written reports for other projects should be appropriate for the project as determined by the committee.

VII. MANUSCRIPT FORM

The manuscript format for the major honors project will conform to the style manual of the American Psychological Association (APA). Committee members will work with the student to insure that the final draft of the manuscript is in the appropriate format.

VIII. ARCHIVAL STORAGE OF MAJOR HONORS PROJECTS

Each completed major honors project will be placed in the University library so that the results of the research will be available to members and friends of the Messiah University community. Papers will be entered into the library's on-line catalog and placed on permanent reserve.

Approved SOC/SOW Fall 2002
Revised Section VII April 2003
Updated September 2011
Updated May 2014

Writing Standards

It is expected that writing assignments are written to reflect University standards for organization, grammar, syntax, and mechanics. All papers **MUST** be typed, double spaced, and conform to the format of the American Psychological Association (APA) for margins, citations, and references.

Students are required to purchase and refer to the Publication Manual of the American Psychological Association for a complete explanation and guide to all types of documentation.

Student Social Work Organizations

Social Work Club

The purpose of the Social Work Club is to encourage cohesion and identity within the social work profession through community service, establishing professional contacts, and encouraging one another in Christ. The club sponsors campus wide activities, service projects, and other activities that fulfill the purpose.

The goals of the Social Work Club are to:

- promote social work on the Messiah University campus as well as into the surrounding communities
- educate social work students about current events and trends in the social work profession
- encourage interaction between the Messiah University social work majors
- promote diversity and raise awareness of issues including racism, ethnicity, and culture

The objectives of the Social Work Club are to:

- implement at least two events each semester on the Messiah University campus in order to promote awareness and education of the social work profession and the issues that surround social work
- assist the community through at least two service projects each semester (totaling 350 collective community service hours per semester)
- attend professional conferences (on availability) to educate ourselves about the social work profession and to have contact with experienced social work professionals
- hold member meetings at least once per month in order to support cohesion of club members
- receive prayer requests from social work students and professors
- work collectively with other Messiah University organizations to organize activities promoting issues surrounding diversity

Students who are declared social work majors are considered members of the Social Work Club. Non-majors are also welcome and encouraged to be active members and participants in Social Work Club activities. Funds are used for club duties including transportation to activities, publicity costs, and other expenses approved by the Social Work Club board members. For more information, students may refer to the constitution and bylaws of the Social Work Club.

Phi Alpha Honor Society

The Phi Alpha National Honor Society, Lambda Psi Chapter of Messiah University exists to:

- recognize and promote scholastic achievement in an undergraduate Social Work Department that is accredited by the Council on Social Work Education (CSWE)
- encourage objectivity and awareness of current developments and practices in the various fields of social work

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- develop active communication and positive working relations among social work Departments, professional social workers, and the general public
- stimulate interest in preparing for a career in social work
- further research and study in social work
- recognize professional social workers and others whose service, contributions, and leadership are held in esteem

An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:

- declared Social Work as a major
- achieved sophomore status
- completed 8 semester hours or 12 quarter hours of required social work courses
- achieved an overall grade point average of 3.0 or higher on a 4.0 scale
- achieved a 3.5 or higher grade point average in required social work courses

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political or sexual orientation, or disability. Qualified persons may be inducted into membership in the spring semester for the following year. Any member may be expelled from membership for reasons of academic or personal conduct unbecoming of a student of social work, by the three-fourths vote of the chapter, after the Executive Committee has made a thorough investigation, and the member so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work Department or University is cause for automatic recommendation for expulsion.

For more information, students may refer to the Constitution and By-Laws of the Phi Alpha National Honor Society, Lambda Psi Chapter.

Student Resources

Career Center

The Career Center provides holistic vocational and academic counseling, which is based on integrating faith, learning, and work. The comprehensive services of the Career Center are available to all students throughout their academic Department. Career counselors interpret inventories for students seeking assistance with identifying their strengths and exploring majors and occupational opportunities. Career preparation is provided through interactive workshops, practice interviews, portfolio instruction, resume critiques, and one-on-one advising. Employment contacts are offered through a variety of services and Departments: on-campus recruitment, resume referrals, inter connections, several University-sponsored job fairs, and job postings, on the Career Center website. Students considering graduate study are supported

throughout planning and preparation with resources, an on-campus Graduate School Fair, and individual advising.

Intercultural Office

The Intercultural Office should be the first stop for students seeking information on study opportunities in off-campus locations. Catalogs, brochures, applications, course listings, and videos, along with information about deadlines, costs, Department advisors, and requirements are available to help students explore options for study in numerous off-campus locations.

Internship Center

For students interested in internship experiences outside of field experiences and service learning directed by the Social Work Department, the Internship Center offers personal advising, referral, and support services. Based upon the students' goals, interests, and abilities, the staff will make referrals to local, national, and international internship opportunities via the internet, local databases, a library of directories, and internship fairs. Orientation, on-campus seminars, site visits, employer evaluations, and reflective learning activities are designed to support and promote student development.

The Internship Center has joined forces with the Career Center to meet the needs of Messiah's undergraduates by developing the Contextual Learning Network. In addition to internships and practice, the Contextual Learning Network offers off-campus learning experiences for students—from first year through senior year. These options include career exploration opportunities such as information interviews, job shadowing experiences, and externships.

Agape Center for Service and Learning

The Agape Center for Service and Learning develops, administers, resources, and coordinates Departments of service-learning, community service, and mission. Students, faculty, and staff work with community-based partners in local, national, and international settings to address community needs, to provide holistic learning opportunities for students, and to encourage students toward an ethic of discipleship, service, and civic engagement.

Disability Services

Students with disabilities may request needed accommodations through the Office of Disability Services. Eligibility is determined by submitting acceptable, current documentation to the Office of Disability Services. For more information, students are strongly recommended to peruse the Disability Services homepage: http://www.messiah.edu/info20112/disability_services.

Learning Center

The Learning Center hires and trains student tutors who have done well in general education as well as their chosen majors. These tutors have a desire to assist their peers with class assignments and to share study strategies and apply those skills to course content.

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The Center is available and helpful to students at all levels of competence. Students benefit from the one-on-one interaction with a trained tutor who tailors the sessions to each individual's needs. Tutors are available to facilitate small-group study sessions in addition to individual tutoring. ESL assistance is provided as well. The Center also offers Supplemental Instruction (S.I.), a Department that targets "high-risk courses" rather than "high-risk students." Supplemental Instruction leaders attend selected class lectures, take notes, read course material, then plan and conduct three or more review sessions outside of class each week. The S.I. review sessions are interactive and utilize a variety of collaborative learning strategies as they review course material and prepare for tests.

Both tutoring and S.I. are provided by the University at no additional cost to the student.

Library

A key facility in the University's educational Department is the Murray Library. It contains quiet study places for individual and group study; more than 300,000 items, including periodicals and other media; Media Services; the University and Brethren in Christ Archives; and an after-hours computer lab. Material is also available from other libraries through interlibrary loans. The library homepage serves as a gateway to web-based resources.

Writing Center

Any student at any stage in the writing process—from understanding an assignment and finding a topic to composing and revising a draft—may find assistance and encouragement at the Writing Center. Upper-class students, trained as peer tutors, advise and support student clients who visit the Writing Center toward becoming more confident and adept writers themselves.

Social Sciences Resource Room

The Social Sciences Resource Room is located in Boyer 359. Students can locate a variety of resources including graduate school information, National Association of Social Workers (NASW) information, recent newsletters and brochures, job and volunteer opportunities, and Social Work Club information. This room is always open when the building is open to students.

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Service Learning and Field Section

Letter from the Field Placement Coordinator

Dear Student,

Congratulations for entering into the field component of your Social Work education. As the Coordinator of Field Placements, I am excited about working with you as you take the knowledge obtained in the classroom and give it hands, feet and a voice in the field. As you prepare for this next step, you are expected to read through and become familiar with the handbook. This document has been prepared with the field student in mind and you should find many of your questions regarding expectations for field addressed there. Field experiences are designed to be challenging but I trust that you will also find meaning and purpose in the work you will be doing.

Your field placement will consist of classroom involvement, field hours, preparation and research as well as supervision. The classroom will offer you opportunities to explore issues that you will experience in the field, tackle ethical dilemmas, and formulate your own understanding of faith integration. Utilize peer feedback from your fellow students, as well as from faculty, to assist you in determining an appropriate field site and addressing field concerns. The experiences of those who have gone before you can prove quite valuable. You will receive oversight from your field instructor on location. I would encourage you to begin thinking about how you would like to grow and be challenged through your relationship with your field instructor. Clear goals and expectations increase the likelihood of having a successful field experience.

As Social Work students, your field experience will be an opportunity to practice in diverse settings, work with differing people groups and grapple with real life application of your academic knowledge spiritual paradigm. I challenge you to raise the bar high and to make the most of your field placement experience, there is nothing quite like it. I look forward to working with you throughout your field placement.

Michelle George MSW, LCSW, BCD
Field Coordinator

Overview

The Field Education sequence is grounded in the mission and goals of the Messiah University Social Work Department. Both classroom and experiential learning is required for students to be effective social work generalist practitioners. The field education opportunities begin early in the Department to reinforce student learning of theory, practice skills, issues with values and ethics, Human Behavior and the Social Environment, development of cultural competence, and research. In addition, supervised practice provides the basis for critical reflection with respect to integrating Christian faith and social work knowledge, skills, values and ethics. This occurs in an environment where students can bring questions, case situations, and ethical dilemmas back to the classroom and grapple with tensions between their beliefs and practice situations.

The Messiah University Social Work Department requires students to be in a field placement setting during the sophomore year and during the spring semester of the senior year. Students complete placements in selected social welfare and related agencies primarily in the Harrisburg, Mechanicsburg, Camp Hill, and Carlisle areas, but other settings may be approved. Department faculty are responsible for the course structure and content of these placement experiences but rely on agency field instructors to develop tasks that meet competency expectations and to supervise the daily placement activities. Faculty use these field experiences as part of the evaluation process in determining student progress and suitability for the profession based on personal observation, interaction with the student, and feedback from the field supervisor(s) in the agency.

The sophomore placement is a preliminary practice experience that runs concurrent with SOWK 250 Social Work Practice with Individuals and SOWK 360 Social Work Practice with Families, and offers an opportunity for students to begin understanding, evaluating and assessing practice. Students spend a minimum of 100 hours in placement for the academic year.

The senior placement is a full time practice experience during a student's senior spring semester, and the placement is designed to meet CSWE requirements for providing field education in accredited baccalaureate Departments. Students are expected to take SOWK 484 Preparation for Field Practice the semester prior to entering field and SOWK 485 Seminar in Social Work Practice concurrent with the field experience.

Format of the Field Section

The senior field placement is the culmination of a student's social work education. Therefore, the policies, criteria and procedures related to the senior field experience are listed first in the field section. The next section contains a description of the various forms that are utilized to manage and assess the senior's field experience and copies of each form are then provided to assure access to these documents as they are needed. A similar format is used in the sophomore field placement section that follows the senior information to assist students in navigating their preliminary field placement experiences.

Student Safety

The social work department supports student safety in field through supporting the National Association of Social Workers (2013). *Guidelines for Social Work Safety in the Workplace*. Washington D.C., NASW, p.9-23, retrieved from

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

Standard 1. Organizational Culture of Safety and Security: Agencies that employ social workers should establish and maintain an organizational culture that promotes safety and security for their staff.

Standard 2. Prevention: The goal of organizations that employ social workers should be to create a culture of safety that adopts a proactive preventative approach to violence management and risk.

Standard 3. Office Safety: Social workers' office environments should promote safety for social workers and their clients.

Standard 4. Use of Safety Technology: Organizations that employ social workers should use technology appropriately and effectively to minimize risk.

Standard 5. Use of Mobile Phones: Social workers should be provided with mobile phones to promote their safety in the field.

Standard 6. Risk Assessment for Field Visits: Social workers should assess and take steps to reduce their risk for violence prior to each field visit.

Standard 7. Transporting Clients: Social workers should acknowledge particular safety concerns when transporting clients.

Standard 8. Comprehensive Reporting Practices: Social workers should engage in comprehensive reporting practices regarding field visits.

Standard 9. Post-Incident Reporting and Response: Employers of social workers should develop protocols that follow an incidence of violence or abuse.

Standard 10. Safety Training: Social workers should participate in annual training (or case supervision as needed) that develops and maintains their ability to practice safely.

Standard 11. Student Safety: Social workers need to be prepared for safe social work practice during their student years. Interpretation As practicum experiences are an important part of the social work curriculum, schools of social work are responsible for ensuring that social work students are educated about concepts and techniques related to safety as well as supervised in safe environments. Social work safety should be part of the curriculum/training of field practicum instructors. Schools should place students in settings with sound safety policies and procedures that should be reviewed with students in school and in the placement setting. Professional safety should be part of the school and agency orientations. Students who have safety concerns about their placements must be provided with supports until the safety concerns have abated. If the concerns cannot be adequately addressed, the student must be offered an alternative placement.

During agency orientation and supervision, the department expects students and agency supervisors to discuss the potential problems/issues of safety that could be experienced during placement. This includes: the steps for identifying and responding to an issue of safety, agency specific procedures and approaches to take if there is a safety question or concern, steps the agency takes and steps the student should take to reduce risk or safety issues, timelines and methods for addressing problems of safety.

If a student believes that she/he is being placed in a situation that may be unsafe, the student will immediately inform the field instructor, and if necessary, contact the field liaison and field coordinator before proceeding with the assignment. The obligation rests with the student,

the field instructor, the field liaison and the field coordinator to reach a common understanding as to what assignments are appropriate from a safety perspective. If no agreement can be reached, the ultimate decisions rests with the field coordinator. Likewise, if a student independently initiates what may be perceived as a potentially unsafe field related activity, the field instructor should direct the student to not proceed with the activity. If a student proceeds with an unsafe activity after being directed otherwise, then existing field policies shall apply regarding continuance in the placement.

If threatened or injured while in a field placement, or if the student is involved in a safety incident of any kind, the field instructor, field liaison, and field coordinator should be contacted immediately by the student. An incident report will be completed by the student and Field Coordinator with input from all parties involved, and the field coordinator will discuss the issue with the department chair and review the incident with other appropriate Messiah personnel to assure compliance with local, state and federal policies. The field instructor, field liaison, field coordinator and department chair need to be informed of any safety related issues in a timely nature in order to be appropriately responsive.

Policies, Criteria and Procedures for the Senior Field Placement

Field Education Goals

At the end of the practice semester, the student should be able to:

1. Demonstrate the ability to integrate and apply generalist social work knowledge from the classroom to the field with various client systems, from problem formation through evaluation and termination.
2. Demonstrate skill in verbal and written communication through preparing, presenting, and discussing relevant issues and case material in a group setting.
3. Analyze the structure and impact of the organization related to social work practice.
4. Demonstrate the ability to develop interpersonal skills in initiating and terminating professional relationships with client systems and peers.
5. Demonstrate the ability to be self-critical, self-reflective, and evaluative in order to improve one's social work practice, and to be accountable for one's own behavior.
6. Demonstrate the ability to give and receive constructive criticism, support, and information to enhance one's practice and to work cooperatively with others.
7. Assess one's own practice of social work relative to the values and ethics of the profession.
8. Utilize personal, client, and societal resources to provide for client needs.
9. Demonstrate a sensitivity to and acceptance of cultural, racial, age, gender, ethnic, religious, and sexual differences in one's practice of social work.
10. Demonstrate integration of principles of Christian faith with the knowledge, skills, and values of the social work profession.

Course Objectives Covered in the Practice Sequence

Objectives of Social Work Practice with Individuals

1. To demonstrate skills of a helping relationship including empathy, active listening,

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interviewing, process recording and assessment.

2. To demonstrate the ability to engage with individuals, families, groups organizations and communities through the application of theories, techniques and evidence based practice
3. To identify personal values and beliefs and to understand how they operate as strengths or weaknesses in the roles as a beginning social work student
4. To demonstrate professional integrity and to apply the values and ethics of the profession in classroom and in various practice situations
5. To demonstrate self-awareness related to the fit and tensions of personal Christian faith in the context of social work knowledge and practice with various populations.

Objectives of Social Work Practice with Families

1. Demonstrate beginning knowledge and skills necessary for competent generalist social work practice with individuals and families.
2. Utilize supervision, consultation and self-awareness to enhance professional growth and development.
3. To analyze models of assessment, prevention, intervention and evaluation with families and to demonstrate effective verbal, nonverbal and written communication skills with this population.
4. To recognize the role and value of client populations to inform self-understanding.
5. To critically evaluate and apply theories of human behavior within the social environment.
6. To work cooperatively with families to assess and develop interventions.
7. To critically examine one's Christian faith within the context of social work knowledge and practice with families.

Objectives of Social Work Practice with Groups

1. To develop self-assessment, critical thinking and communication skills that allow for effective group facilitation to understand and demonstrate appropriate role behavior for a social worker practicing group work.
2. To understand the dynamics and development of group processes that assist members in achieving their goals, and to understand how membership in groups interrelates to effect human behavior and development including issues related to how diversity (racial, ethnic, gender, age, religion, sexual orientation) influences group processes.
3. To be able to plan and implement groups responsive to individual client needs and congruent with agency's mission, and to understand how to utilize group process to advocate for empowerment and opportunity, and to use a group's power to produce social change.
4. To understand the role as Christian Social Workers in developing group practice skills to facilitate change.

Objectives of Social Work Practice with Communities and Organizations

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1. To gain the ability to critically analyze and assess organization and community structures, issues, resources, gaps in service, and the effects of the environment on populations at risk.
2. To develop professional knowledge and critical thinking for understanding communities and organizations from a macro perspective.
3. To develop and utilize macro skills and professional behaviors to address social work practice issues and to evaluate social work practice from a macro perspective in order to enact needed changes in communities and organizations.
4. To understand how our personal experiences, values, and Christian faith apply to our practice of macro social work.

Minimum Field Education Requirement of 450 Hours

The senior placement provides the student with specific social work service delivery experiences within an agency setting. Students receive a minimum of 450 hours of supervised practice experience related to the Department objectives within an agency setting. Opportunities are provided that connect social work theory with practice, emphasize the values and ethics of the profession, reinforce the Department's goals and objectives, support a generalist approach, utilize theory based practice knowledge, facilitate experiences are across all levels of practice (micro, mezzo, macro), and provide exposure to multiple areas of practice and client populations.

The senior year field placement at Messiah occurs as part of the student's last semester in the social work Department. Students begin the placement search and process during the end of their third year or during the summer prior to their senior year. Placements must be arranged in coordination with the field coordinator, the agency and the student. Students meet with the field coordinator the spring semester prior to senior year to discuss possible agencies that are available for placement depending on student learning needs and placement opportunities available. Agencies may not be contacted prior to February of the spring proceeding senior year. Students are not to contact placement agencies without first obtaining permission from the field coordinator. Only one agency at a time can be pursued by the student. Once a student is offered a placement, the student may not attempt to pursue another. Once an agency has been identified as a potential placement for the student, the student contacts the agency field instructor for an interview. If the agency field instructor and the student agree on the placement for the student, the agency and the student confirm the placement with the field coordinator. The social work faculty provides final approval for all field placements. Students are also responsible during this time for completing all of the agency paperwork and completing all of the necessary clearances to begin their field experience in January of their senior year.

Students may make application for a senior field experience by three means. In all three situations, students must notify the field coordinator of potential placements they plan to pursue prior to contacting any agency. The first means is through a direct application where the student identifies a placement of interest and pursues this independent of the department database. If a student elects to pursue this direct application approach, it is incumbent upon the student to first obtain permission from the field coordinator to proceed, and to inform the field site of the full

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requirements for a senior field placement and then to provide complete contact information including the field instructor profile and agency profile to the Messiah University Social Work Field Coordinator. Second, the student, in conjunction with the Field Coordinator, may make application to an agency found in the Messiah University Social Work Department Field Placement Data Base. After making contact, the student would notify the Field Coordinator and update any contact information. The third option is a Competitive Field Site. Students interested in pursuing a field experience in one of these field sites would be required to discuss the rationale for such a placement with the Messiah University Social Work Department Field Coordinator in advance of making any contact directly with the agency. Students will only make direct contact with a Competitive Field Site with prior approval from the Field Coordinator.

Students are expected to accept the first placement that is offered to them. Students may only contact/interview with one placement prior to requesting permission from the field coordinator to contact/interview with a second placement if the first agency declines the placement. An agency's acceptance of a student for a senior field experience is viewed as a contract of agreement between the student, agency, and the Messiah University Social Work Department. Therefore, it is essential to notify the agency immediately following the interview if, during the interview, the student identifies that the placement would not be a good fit. Once the agency accepts a student, the Field Instructor Profile form and the Agency Profile form must be completed and submitted to the Social Work Department. The student and field instructor would then begin the process of completing the Learning Contract for the senior field experience.

Students who will be engaged in a senior field experience are encouraged to make contact with an agency during the late spring or summer prior to the anticipated semester long field experience. A placement must be secured no later than October 1 of the semester in which the student is enrolled in SOWK 484 Preparation for Field. Students who are unable to secure a placement by this date would be required to meet with the Field Coordinator to discuss other options, including the possibility of being assigned a placement.

Students will be provided assistance from the Messiah University Social Work Department Field Coordinator with agency contact information for the purpose of securing a field placement for a maximum of three interviews. The Social Work Department does not assume responsibility for assisting a student in securing a placement beyond what has been outlined above. Students must secure a senior placement to continue in the social work major and students must successfully complete a senior placement to be considered for graduation. Students discharged from placement for violating department, University, agency and/or professional standards may be removed from the major.

Field Practice Roles

Agency: An agency is considered to be a placement setting that is an approved site where students can participate in practice experiences commensurate with their level of practice and within the generalist model of social work.

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Field Coordinator: The field coordinator is a faculty member of the Messiah University Social Work Department and is responsible for the overall development and maintenance of the Department's field practice component.

Field Instructor: The field instructor is a community agency employee approved by the field coordinator to oversee the day to day activities of seniors participating in field practice and who has agreed to supervise a student in field practice at the agency where the worker is employed.

Field Liaison: The field liaison is a Messiah social work faculty member assigned to each student in field practice and who serves as a link between the student, the agency and the social work Department.

Student: A student in the context of the senior field experience is a social work major who has successfully completed all of the social work requirements except the field component and senior seminar, has in most cases completed all of the general education requirements, and is enrolled in the senior field experience and senior seminar.

Field Coordinator Role and Responsibilities

1. A major responsibility of the Field Coordinator is to work with the Department Chair to assure that the field component of the Department maintains compliance with CSWE standards and to assure that all aspects of the field placement Department meet the requirements of the social work Department.
2. The field coordinator screens, reviews, and approves agencies for field placements and screens, reviews, and approves field instructors to supervise students according to the policies and procedures established by the Department.
3. It is the responsibility of the field coordinator to facilitate the Orientation to Field Seminar and the Field Instructor's Seminar for field instructors and field liaisons. These seminars opportunities are provided for the sharing of information regarding the organization, sequencing, and content of the educational curriculum, and for emphasizing the interrelationships among human behavior, social policy, research, and practice content. The field coordinator will assist in providing other training opportunities for field instructors as the need arises.
4. The field coordinator administers other aspects of the field placement experience for students as necessary so as to develop and maintain a quality field placement Department.
5. The field coordinator maintains a quarter time course reduction to administer the responsibilities of the field coordinator.
6. The field coordinator is responsible for sharing pertinent information about field practice students to facilitate student learning while at the agency.
7. It is the responsibility of the field coordinator to articulate clear practice and evaluation goals for the field practice experience and for each student.
8. The field coordinator mediates the student's selection of an agency for a field experience. Additionally, the field coordinator may assist in facilitating the resolution of issues that arise as a result of a student being in placement.

Field Liaison Roles and Responsibilities

1. The field liaison helps facilitate the relationship between the school, the student and the agency.
2. The field liaison is expected to meet with the field instructor and the student twice a semester to discuss student progress and issues. The first meeting should be scheduled no later than the first three weeks of student placement and the second meeting should occur within the last four weeks of placement. During the first meeting the liaison should use the Agency Checklist Form, the Learning Contract and, for seniors, the Mid-semester Evaluation Form to guide the evaluative process. A copy of the Field Liaison Site Visit Form should be sent to the field coordinator after each visit. The Liaison will review the learning contract and discuss the final evaluation as part of the second visit.
3. It is important for the field liaison to discuss any issues or concerns regarding the learning contract, student progress or the placement with the field coordinator, the field instructor and/or student.
4. The field liaison has the responsibility to facilitate the mediation of issues that arise between the field instructor and the student that impact student performance or are a result of a student not meeting placement expectations. The field liaison will consult with the field coordinator related to issues that arise between the field instructor and the student.
5. The field liaison will work with the field coordinator to develop adequate field placement opportunities and to improve the field placement component of the Department.
6. An important role of the field liaison is to provide evaluative feedback to the field coordinator related to agency effectiveness in providing field education.

Student Roles and Responsibilities

1. The student has the responsibility to assure that he or she meets the criteria for admission to field education required to participate in field experience.
2. It is the student's responsibility to obtain all clearances necessary to fulfill the required duties within each agency and to do so in a timely fashion.
3. It is the responsibility of the student to actively participate in the selection of a field placement as outlined in the policy for field placement and to complete the process for being approved for that site.
4. The student needs to complete a learning needs assessment by the date designated by the Department and to work with the agency to develop and submit a learning contract to the designated faculty by the date specified by the Department.
5. It is necessary for the student to develop a plan in coordination with the agency field instructor, field liaison and the field coordinator to complete the 450 placement hours necessary to meet Department requirements.
6. The student has the responsibility to coordinate his or her own transportation to and from placement and to clarify who is responsible to provide transportation when conducting

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placement responsibilities. The student is also responsible to have adequate liability insurance as deemed by state requirements.

7. The student is to act in a professional manner at all times, including arriving to the placement site on time and on the days that he or she is scheduled.
8. The student is expected to comply fully with Department, school, agency, state and professional standards and requirements.
9. It is important for the student to work with the field coordinator, field liaison, and/or field instructor to complete all assignments, forms, and evaluations necessary to complete the requirements of the social work Department.
10. The student is to be an active participant in the field placement experience supervision and to utilize the resources available to learn and develop the skills necessary to practice generalist social work.

Policies, Criteria and Procedures for Selecting Placement Settings

1. A placement setting is an approved site where students can participate in practice experiences commensurate with their level of practice and within the generalist model of social work.
2. The placement setting should have a clearly defined service, and the goals of the agency should be compatible with the values and objectives of the social work profession and the mission of Messiah's social work department.
3. The agency needs to be familiar with the Department objectives of Messiah's social work department and support the curriculum objectives of the practices courses.
4. The agency needs to provide students the opportunity to practice from the generalist perspective outlined by the social work department at Messiah University.
5. The agency demonstrates a level of stability that ensures the continuity of a field experience during a student's placement and provides adequate orientation, space, equipment, clerical services, fiscal support, and personnel policies to create a sufficient learning environment.
6. The agency needs to demonstrate the availability of a qualified field instructor with adequate time to carry out the responsibilities needed to provide the student with a quality field experience. In agencies without field instructors that hold a CSWE-accredited baccalaureate or master's social work degree, the social work department may assist students in locating a qualified field instructor in order for the agency to be approved as a placement setting.
7. It is important that the agency be able to provide appropriate learning experiences for students, including work assignments, participation in staff conferences, and other agency and community experiences that will enhance the student's field experience.
8. The agency needs to provide consistent and quality opportunities for the student to accumulate a minimum of 450 hours of practice experiences related to the Department's objectives.

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9. The agency needs to provide adequate time for field instructors to carry out the responsibilities of field instruction including adequate time for training seminars, supervision, educating students and mentoring.
10. The responsibilities and tasks assigned to the student need to be consistent with the identified learning needs of the student.
11. The agency agrees to participate in a mutual evaluation process involving the agency, the student and the social work Department. The agency must agree to monitor and evaluate the student's performance consistent with the objectives of Messiah's social work department and consistent with the generalist perspective outlined by the Department and CSWE competencies.
12. The agency supports the principle that accepting more than one student for placement creates a more desirable learning environment, and provides additional opportunities and support for student learning.
13. Agency staff, students, and/or faculty may initiate an agency being selected as a placement site. Once an agency has been identified, the agency is expected to complete an Agency Profile Form and forward it to the field coordinator for review.
14. It is the responsibility of the field coordinator to review the Agency Profile Form and determine fit and compatibility as a field placement site. As part of the evaluation process, the field coordinator will contact an agency representative to discuss Department and agency expectations and to evaluate agency fit and compatibility.
15. The agency has the right to discontinue participation as a field site, interview students to help in evaluating students' fit with the agency, and decline to accept students when it is determined that there is not a good fit between agency and student needs.

Policies for International and Remote Domestic Senior Field Placements

The Messiah University social work department is committed to offering students opportunities to engage in study abroad experiences as a part of their social work education. Students are encouraged to consider a study abroad experience during either the fall or spring semester of the junior year. Additionally, senior field placements in several international and remote domestic locations are also available. Given the rigorous requirements of the senior field placement, only those programs approved by the department will be considered for an international senior placement. Students who have interest in remote domestic field experiences must gain approval for those sites prior to making any arrangements. All students requesting to complete an international senior placement must submit the department's application for international senior placement and meet with department faculty. The determination of acceptance for international senior placement will be made by the Chair of the Social Work Department and the Field Coordinator and will be based upon student application, interview, academics, and other considerations, which may indicate student fit and aptitude for the rigors of this type of placement. Students may appeal a decision made by the department by following the appeal process found in the student handbook.

Student Roles and Responsibilities

1. Students interested in an international senior field placement must consider programs that have been approved by the social work department. Students requesting a remote domestic senior field placement must have this placement approved prior to beginning the process of making any arrangements. Only those programs recognized and approved by the department will be considered.
2. Students with interest in an international or remote domestic senior placement are encouraged to discuss this with their advisor even as early as the first year so that appropriate course selection is made in subsequent semesters.
3. Additionally, no more than 20% of the senior students completing the senior field placement may engage in either an international or remote domestic field experience in the same semester. Due to the requirement of attending senior seminar either in person or through Adobe Connect, approval of remote placements either international or domestic will also be limited by the number of on line connections. Students must submit an application to the department by April 1st of the semester prior to the spring of their senior year to be considered for one of these placement slots. There are two applications, one for International field placements and one for remote domestic field placements. These applications may be obtained from the Social Work Department website and they are also included in the student handbook. Consideration will be paid to the student's academic status and GPA, relevant experience, and level of interest in the requested field experience, and general fit and aptitude for international or remote domestic placements.
4. Students engaged in international or remote domestic senior field placements are expected to remain in compliance with expectations found in the Messiah University Community Covenant even while abroad or away. Failure to do so may result in removal from the field placement and potential failure of the course.
5. Students will be required to participate in the weekly SOWK 485 Senior Seminar as a part of the international or remote domestic field placement. This involves weekly class meetings, readings, presentations and writing assignments identified in the course syllabus.
6. Students will utilize the appropriate technology to permit participation along with their peers in this classroom experience. Students can find the minimum requirements and instructions for using Adobe Connect by contacting IT. Arrangements must be made well in advance of departure to the international or remote domestic field placement to determine that the student has the necessary technology. It is the student's responsibility to meet with ITS personnel for a computer system check and for orientation to the technology that will be used for the online classroom experience.

International and Remote Domestic Field Instructor Roles and Responsibilities

1. International and remote domestic senior field placements must be supervised by someone in the country or location of study who has obtained an MSW from an accredited social work program.

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2. The field instructor will participate in the supervisor orientation provided by the social work department. The orientation, which is required of all supervisors both domestic and international, will be made available in a digital format for viewing by the field instructor in the presence of the students.
3. The field instructor will have the responsibility of participating in the mid-semester and end-of-semester site visit reports in addition to completing the mid-semester and end-of-semester field evaluation forms.
4. The field instructor will also meet with students on at least a weekly basis to provide supervision and will review student journals related to the placement. Any issues with student's performance would be communicated by the supervisor to the field coordinator and to the SOWK 490 instructor for necessary intervention.
5. The field coordinator and/or SOWK 490 instructor will review all documentation prepared by the supervisor. The field liaison and/or field coordinator will interact on a regular basis with the supervisor including a mid-semester site visit and a site visit at the end of the semester. These will be used in determining student level of performance and rendering a final grade. The grade for the course will then be sent to the SOWK 490 instructor for final submission.

Policies, Criteria and Procedures for Selecting Field Instructors

1. The field instructor is a social worker approved by the field coordinator and who has agreed to supervise students in field practice at the agency where the social worker is employed. A field instructor may also be approved to supervise a student if he or she is affiliated with a particular agency (e.g., board of directors) but is not technically employed by the agency.
2. It is expected that the field instructor has the support of the agency to fulfill the roles and responsibilities of a field instructor. Additionally, the field instructor's methods are to be congruent with the approaches of the Department and of a generalist's social work perspectives.
3. Field instructors will complete a Field Instructor Profile Form outlining professional credentials and experiences to assure their qualifications meet Department requirements. The form is forwarded to the field coordinator for review and approval.
4. The field instructor (or designee) will interview a potential student for placement and will evaluate the student's appropriateness for the field experience offered by the agency.
5. The field instructor (or designee) will assure that the student is provided adequate preparation, orientation activities and resources as outlined in the agency checklist in the field manual.
6. It is the responsibility of the field instructor to assist in the development of a student learning contract in coordination with the student and the Department, and forward the completed learning contract to the field coordinator by the dates designated by the Department.

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7. The field instructor is expected to develop and structure a workload for the student that meets Department requirements and which increases in complexity as the learning needs of the students develop and change.
8. It is expected that the field instructor provides a minimum of one hour of weekly supervision for the student and work with the student to develop a mutually agreed upon agenda for the supervision. Interactions between the field instructor and the student while carrying out agency responsibilities are considered additional learning opportunities for the student. Additionally, the field instructor should help the student develop an awareness of self in the process of intervention, help the student use oral and written professional communications that are consistent with the language of the field experience setting and of the profession, facilitate critical assessment, implementation, and evaluation techniques in assessing agency policy within ethical guidelines, and assist the student in applying knowledge, values, ethics and practice skills to enhance the wellbeing of people and to work toward the amelioration of environmental conditions that affect people in an adverse manner.
9. The field instructor is to complete a mid-semester and a final evaluation of student progress in coordination with the student and the Department, and forward the evaluation to the field coordinator by the dates designated by the Department. Additionally, the field instructor (or designee) is expected to sign the student's Placement Time Sheet on a weekly basis to assure that the student is making adequate progress toward completing the 450 hours of field experiences.
1. To assist in the Department evaluation process, the field instructor is expected to complete a Field Instructor Evaluation of the Messiah Social Work Department, and forward the form to the field coordinator by the date designated by the Department.
2. The field instructor must be available to meet with the student and faculty liaison twice during the semester and be willing to share information about student progress during these meetings and at other times when issues arise.
3. The field instructor is expected to attend orientation and training seminars provided by the Department. Attendance at these seminars helps assure that the field instructor is familiar with the Department objectives, field instruction requirements and the learning objectives for the students.

The field instructor should not expect monetary compensation for this role.

Policies, Criteria and Procedures for Placing and Monitoring Student Placements

1. The student must submit verification to the field coordinator that he or she meets the requirements to enter field.
2. Students will discuss learning needs and placement resources with the field coordinator or designee. This discussion helps assure that the student selects a field placement which most closely fits his or her learning needs. The field coordinator will provide the student with contact information of an agency placement that will facilitate student learning.
3. Students will contact a potential placement site and schedule an interview.

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4. Students will develop a learning needs profile and discuss their learning needs with a potential field experience site. The learning needs profile is used to help the student articulate learning needs with the agency.
5. The agency field instructor or designee and the student must agree that the student learning needs matches the role of the agency. The field coordinator will answer any questions or mediate any issues that may arise during this process. The student will report the outcome of the interview to the field coordinator. Once the agency and the student agree that the student's learning needs can be met by the agency, the field coordinator will review the process and make a final determination of the fit between the student and the placement. It is the field coordinator's responsibility to give final approval for the placement of a student with an agency.
6. A letter of agreement will be sent to the agency and the student confirming the placement and outlining important dates related to the field practice experience.
7. Students will be monitored during the SOWK 484 Preparation for Field Practice to assure continued readiness for the field practice experience.
8. Social work faculty, field instructors and students will participate in the Field Orientation Seminar conducted each year prior to the beginning of Field Practice. Attendance at these seminars helps assure that the field instructor is familiar with the Department objectives, field instruction requirements and the learning objectives for the students. Students also have the opportunity to discuss placement related issues with their field instructors. Additionally, faculty are provided the opportunity to observe firsthand the initial interactions of the students and their supervisors, and are able to handle any last minute issues that may arise.
9. Beginning at the Field Orientation and completed within the first week, a learning contract is developed between the agency and the student, and is provided to the field liaison for review. The student is also responsible to provide a copy of the learning contract to the field coordinator. The learning contract outlines the student's learning objectives and tasks designed to evidence competencies as identified by the student and the field instructor, and methods to be used in monitoring student progress. The learning contract is also used as a tool in monitoring student progress during site visits by the field liaison and when student evaluations are completed by the field supervisor.
10. The field liaison is expected to meet with the student and the student's field instructor twice a semester to discuss student progress and issues. The first meeting should be scheduled no later than the first three weeks of student placement. To assist in monitoring student progress during this meeting, the learning contract should be evaluated, the Senior Field Placement Agency Checklist should be reviewed, supervisory issues should be evaluated, and initial discussions regarding the mid-semester evaluation should occur. During the second meeting student progress is monitored through reviewing student progress during placement, aspects of the learning contract that may not have been completed and issues related to the final evaluation. The field liaison will complete a site visit report after each visit and a copy will be provided to the student with field instructor.

11. The student is expected to log his or her hours in placement on a Placement Time Log Sheet. The record signed by the field instructor (or designee) on a weekly basis to assure that the student is making adequate progress toward completing the 450 hours of field experiences.

Procedures for resolving problems in the field (Student Initiated)

Students may not unilaterally end a field placement without the knowledge of the faculty advisor/field coordinator, field liaison and field supervisor. This action is contradictory to our contractual agreement with agencies. Students who are experiencing problems should initiate dialogue according to the following process:

1. The student must first discuss problems in the field with the field instructor and subsequently the field coordinator and field liaison. Factors involved must be clearly delineated.
2. The field coordinator will discuss problems with the field instructor.
3. A conference will be held between the student, the field coordinator, and the field instructor, and a decision will be made regarding the desired change of placement. The discussion of a new field placement will not occur until after such a conference is held.
4. The field coordinator may assist the student in finding a new field placement. Plans for a new placement will specify expectations in terms of hours to be completed, learning goals, tasks and the basis for evaluation.
5. If the situation is not resolved to the satisfaction of the student, the grievance procedures found in the Messiah University Social Work Department Student Handbook are to be followed.
6. Students may not withdraw from field practice without permission of the Department chair and the field coordinator. If a student's schedule is revised to exclude field, she/he must also withdraw from the seminar class. The seminar class and field practice must be taken concurrently.

Procedures for resolving problems in the field (Field Instructor Initiated)

At times, field Instructors may experience problems with students in field practice and believe a change of placement would be a desirable outcome. In such instances, the following process must be initiated:

1. If the field instructor initiates the request for change, it must be discussed with the field coordinator and subsequently the student. Factors involved must be clearly delineated.
2. The field coordinator will discuss the problem with the student's advisor and, if necessary, the department chair.
3. A conference will be held between the student, his/her advisor, the field coordinator, field liaison and the field instructor, and decision will be made regarding the desired change of placement. The discussion of a new field placement will not occur until after such a conference is held. The department chair may also be consulted.

4. The field instructor is expected to complete a field evaluation in consultation with the student and field coordinator.

Policies, Criteria and Procedures for Maintaining Field Coordinator Contacts with Agencies

The following are requirements of the field practice experience which facilitate the maintenance of Field Coordinator contacts with placement agencies.

1. Social work faculty initiates frequent contacts with community agencies to develop and evaluate possible field experience sites.
2. Orientation to Field Seminars and Field Instruction Seminars facilitate regular contact between agencies and social work faculty.
3. Evaluative measures instituted to assess student progress during the field experience facilitate frequent contacts with agencies and field instructors. Department policy dictates at least two site visits per semester to each field experience site.
4. Field Instructors are invited to periodic trainings facilitated by the social work Department.
5. Field Instructors are encouraged to attend the end of year senior portfolio presentations.
6. Field instructors are encouraged to participate in the Community Advisory Committee.

Policies, Criteria and Procedures for Evaluating Student Learning

Student learning in the field is evaluated through a variety of methods. The field instructor, in consultation with the student, completes formal mid-semester and final evaluations. Evaluation documents consist of an evaluation of the CSWE Core Competencies and both narrative and Likert items. These forms are to be reviewed with students during the SOWK 484 Preparation for Field Experience class to emphasize their importance as a learning tool. Additionally, students and field instructors develop a Learning Contract, which identifies specific placement objectives, tasks to be completed that address all of the CSWE Core Competencies and the methods to evaluate progress. Evaluating progress made in completing the objectives and tasks also provides insight into student learning during the placement experience since the plans are based on the areas students will be evaluated. Additionally, the field liaison discusses and evaluates student learning during the two scheduled site visits while the student is in placement. The field liaison completes a Field Liaison Site Visit Form during each visit which identifies student progress made in placement, any issues to be addressed and notes action steps to be implemented to facilitate student improvement. The senior field placement instructor assigns a grade for the field experience based on an assessment of the student's work during placement (learning contract, evaluations, time sheets, liaison field visits and Field Liaison Site Visit Forms, feedback from the field instructor, specific assignments assigned to assess the field experience, field journals and overall assessment of professionalism and competency). Each of these evaluation areas are identified in the course syllabus.

Student learning is also evaluated through the SOWK 485 Seminar in Social Work Practice course that runs concurrent with SOWK 490 Field Practice in Social Work course. The

primary method of evaluation is through a Social Work portfolio that is developed and presented during the course. Students use the CSWE Core Competencies as the foundation for developing the theme of the portfolio. Students are expected to review and evaluate their learning through the Department as it relates to the Department objectives and evidence of core competencies. The portfolio is also used as a tool to evaluate the level of professionalism obtained by students and to assess strength and challenge areas for students. Other evaluative tools utilized by the SOWK 485 course include writing assignments related to social histories, class presentations and class discussions. Each of these evaluation areas are identified in the course syllabus.

Policies, Criteria and Procedures for Evaluating Agency Effectiveness in Providing Field Instruction

Evaluating agency effectiveness in providing field instruction is an ongoing process that begins before the student enters placement and continues through a student's completion of the placement requirements. The initial process begins when the agency submits an Agency Profile Form. The form provides information on the types of services provided by the agency, the areas in which the students would be placed and the responsibilities the student would have while in placement. Additionally, the Field Instructor Profile Form, which is required of all field instructors, outlines the qualifications of the field instructor to provide adequate training and supervision to students while in placement. Faculty also evaluates potential agency effectiveness during interactions with the agencies while establishing field sites and during training and orientation seminars. The field liaison assesses agency effectiveness during site visits while the student is in placement. During the visits, the field liaison assesses the agency's effectiveness in developing an effective learning contract, providing adequate orientation, creating a work environment that is conducive to learning, and in assigning appropriate work assignments (See Senior Field Placement Agency Checklist). Information provided on the student evaluation forms is also a source of information for assessing agency effectiveness. The level of importance a field instructor places in completing the evaluation forms and the information shared about student progress helps the Department in assessing the quality of the placement. Students also complete a Student Evaluation of Field Placement at the end of the experience to assess how well the placement met student learning needs and professional interests, provided adequate supervision time, created a working environment that was conducive to learning, and clearly defined student roles and responsibilities.

Qualifications of Field Instructors

The Messiah University Social Work Department requires that all senior field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. To assure compliance with this policy, all potential field instructors must submit a Field Instructor Profile Form outlining professional credentials and experiences to assure their qualifications meet Department requirements. The form is forwarded to the field coordinator for review and approval. In Departments where a field instructor does not hold a CSWE-accredited

baccalaureate or master's social work degree, alternative arrangements may be considered for obtaining the appropriate field instruction from an alternative source.

Field Instructor Orientation and Field Instructor Seminar

Messiah offers SOWK 490 Field Practice in Social Work during the spring semester. A half day Field Instructor Orientation Seminar is offered to field instructors in mid-January to assure that all field instructors are familiar with CSWE Core Competencies, Department goals and objectives, field practice policies and expectations, Department requirements, and any Department changes that have been instituted in the previous year. Students are expected to attend the field instructor orientation and seminar along with their field instructor. The field orientation and field instructor seminar provides opportunities for the field instructors to interact with each other, to interact with faculty and students, and to ask questions. All field instructors are also invited to periodic trainings and seminars sponsored by the social work Department, and to the senior portfolio presentations at the end of the semester. The Field Instructor Orientation is recorded and provided to students with field instructors who are involved in international placements. Students with field instructors in those locations are expected to view the orientation together to process accordingly.

Continuing Dialog with Agencies and Field Instructors

Requirements related to teaching practice skills, developing field placement sites, coordinating student placements and professional development activities assures reciprocal relationships with the practice community. Social work faculty regularly invites community agency personnel representing a wide range of agencies and diverse fields of practice into the classroom as guest lecturers. Additionally, social work faculty initiates frequent contacts with community agencies to develop and evaluate possible field experience sites. Evaluative measures instituted to assess student progress during the field experience facilitate frequent contacts with agencies and field instructors. Department policy dictates at least two site visits per semester to each field experience site. Faculty also interacts with community agencies through participation on community boards and in community research projects. Many members of the Community Advisory Board for the social work Department are also field instructors for the Department. The purpose of the Community Advisory Board is to promote a reciprocal and ongoing relationship between the Social Work Department and members of the practice community in order to enhance social work education at Messiah University. The Community Advisory Board functions as an advisory body to the Social Work Department at Messiah University to offer consultation on curriculum and issues relating to Department policy and practices. The Board meets at least one time each semester and is composed of eight to twelve members including the Director of the Messiah University Social Work Department, the Field Coordinator, two student representatives from the social work Department, and four to eight representatives from the practice community. Every effort is made to enrich the work of the Board by actively seeking members who reflect racial, cultural, and ethnic diversity as well as diversity in fields of practice.

Policies Related to Field Placements in an Agency where the Student is also Employed

Students who are interested in completing field placements in agencies where they are employed must meet specific requirements to assure that the field experiences are different than the roles and responsibilities the students have as part of their employment. Students who are requesting a placement where they are employed must provide the field coordinator with a job description and a list of employment responsibilities, and submit a plan to show how employment and field responsibilities will be differentiated. The field coordinator will determine if sufficient evidence has been provided to assure that the student assignments and field education supervision is different than those associated with the student's employment. If approval is granted, the plan will be monitored in coordination with the field instructor and during site visits by the field liaison.

Description of Senior Placement Forms

- 1) **Remote Domestic Application Form-** The remote domestic application form is completed by a student who is seeking to complete his/her placement at a location within the United States, while living at a location other than the Messiah University Campus. This form is used as a tool to communicate the feasibility of an agency to provide a social work practice experience for the student that is commensurate with the students learning needs.
- 2) **International Application Form-** The international application form is completed by a student who is seeking to complete his/her placement abroad. This form is used as a tool to communicate the feasibility of an agency to provide a social work practice experience for the student that is commensurate with the students learning needs.
- 3) **Agency Profile Form** – The agency profile form is completed by an agency identified as a potential field practice site. The form is evaluated by the field coordinator and is used as a tool to assess the feasibility of an agency to provide a social work practice experience for the student that is commensurate with the student's learning needs.
- 4) **Field Instructor Profile Form** – This form is completed by potential field instructors within approved agency sites. A completed form is evaluated by the field coordinator and is designed to assess the qualifications of the applicant to provide field instruction for students.
- 5) **Student and Agency Contact Information Form** – This form is to be completed by the student within the first week of placement and submitted to the field coordinator. The information will be used as a guide for whom to contact in case of an emergency. Students should submit a new form if any of the information changes during the course placement.
- 6) **Learning Needs Assessment Form** – This form is completed by the student during the SOWK 484 Preparation for Field Practice class. It is designed to assist students in developing a plan of action for identifying and meeting specific learning needs while in placement, and the form should be used by the student in the decision making process for assessing agency fit in meeting learning needs. Once a student is in placement the form should also be used by the field instructor and the student to developing a student learning contract.

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- 7) **Student Learning Contract** – During the first two weeks of placement, the student and the field instructor should develop a specific learning contract that identifies the specific goals and objectives for the placement experience. The Learning Needs Assessment should be used as a guide for the student and the supervisor in creating a plan of action that meets the learning needs of the student and that meets the Department’s goals and objectives for the field experience.
- 8) **Agency Checklist** - This form is designed to facilitate student orientation to the field agency. The form should be completed by the field instructor and the student during the first few weeks of placement and should be reviewed by the field liaison during the first site visit.
- 9) **Mid-semester Evaluation** – The mid-semester evaluation is completed during the first half of a student’s placement and is used as a tool by the agency, the student and the Department in assessing the student’s progress in meeting the learning needs and placement objectives. Issues identified during the mid-semester evaluation process should be addressed by the agency, the student and the field coordinator and a plan of action should be developed to address those concerns.
- 10) **Final Evaluation** - The final evaluation is completed by the field instructor and the student during the last weeks of placement and is used as a tool by the agency, the student and the Department in assessing the student’s overall progress toward meeting the student’s learning needs and placement objectives. Both the mid-semester and the final evaluations will also be used as tools by the faculty in assigning a course grade for the placement.
- 11) **Time Log** – The time sheet is used to document the actual number of work hours a student completes in placement. Students should note that time spent while at lunch is *not* included in the total number of hours spent in the agency. The student is expected to keep a daily record of hours and have the field instructor sign off on the time sheet on a weekly basis. The student is expected to submit a copy of the signed time sheet to the field coordinator on a weekly basis.
- 12) **Field Liaison Site Visit Form** – This form is used by the field liaison to document the issues discussed during any agency site visits completed while a student is in placement and to note actions to be taken to address any issues identified during the visits.
- 13) **Student Evaluation of Field Placement** – At the end of the placement the student is to complete an evaluation of the field placement experience and submit it to the field coordinator. The evaluation will be used as a tool in assessing agency effectiveness in meeting Department goals for the placement.
- 14) **Field Instructor Evaluation of Social Work Department** – The field instructor is expected to complete an evaluation of the social work Department at the end of a student’s placement. The instrument will be used by the Department to evaluate Department goals and objectives related to field placements and to assess the need to make changes to better serve the student, the agency and the Department.
- 15) **Portfolio Evaluation** - The portfolio evaluation is completed by the student during the last weeks of placement and is used as a tool by the agency, the student, and the Department in assessing the student’s overall progress toward meeting the student’s learning needs, placement objectives, and the student’s achievement in meeting the social work competencies outlined by the NASW.

**Messiah University
Department of Social Work**

Application for International Field Placement

Complete the following sections electronically and e-mail the application to Dr. Charles Seitz (CSeitz@messiah.edu) and Mrs. Michelle George (MGeorge@messiah.edu) by April 1st.

I. Please provide the following basic information.

Name: [Click here to enter text.](#)

Student ID #: [Click here to enter text.](#)

E-mail Address: [Click here to enter text.](#)

Phone Number: [Click here to enter text.](#)

Cumulative GPA: [Click here to enter text.](#)

GPA in Social Work: [Click here to enter text.](#)

Will all of your coursework (including general education requirements) be completed at the time you begin placement? Choose an item.

If not, what will you still need to complete? [Click here to enter text.](#)

Which study abroad program(s) are you applying to? [Click here to enter text.](#)

Have you applied and/or been accepted to the study abroad program(s) you wish to attend?

[Click here to enter text.](#)

II. Please describe your previous experience.

Sophomore year field placement agency: [Click here to enter text.](#)

Sophomore field placement supervisor: [Click here to enter text.](#)

Relevant work or volunteer experience:

[Click here to enter text.](#)

Experience with international populations:

[Click here to enter text.](#)

International travel/work experience:

[Click here to enter text.](#)

III. Please discuss your goals, interests, strengths and challenges:

Career goals and interests:

[Click here to enter text.](#)

Personal/professional strengths:

[Click here to enter text.](#)

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Special personal considerations/challenges:

[Click here to enter text.](#)

Discuss any ethical, disciplinary or behavioral issues:

[Click here to enter text.](#)

IV. Please respond to the following:

Identify your reasons for selecting an international field placement. Be clear and specific (100-200 words)

[Click here to enter text.](#)

Explain how an international field placement will help you develop competency and complement your education plans and professional goals. Be specific (100-200 words)

[Click here to enter text.](#)

Describe what specific challenges you anticipate in completing an international field placement and how you plan to address those challenges. What are your expectations and how will you manage the ambiguity associated with international experiences? (100-200 words)

[Click here to enter text.](#)

Discuss how you plan to ethically integrate faith development during your field placement abroad. Consider the challenges you will face given that you will be in a different cultural and religious context. (100-200 words)

[Click here to enter text.](#)

**Messiah University
Department of Social Work**

Application for Field Placement in a Remote Location

Complete the following sections electronically and e-mail the application to Dr. Charles Seitz (CSeitz@messiah.edu) and Mrs. Michelle George (MGeorge@messiah.edu) by April 1st.

V. Please provide the following basic information.

Name: [Click here to enter text.](#)

E-mail Address: [Click here to enter text.](#)

Phone Number: [Click here to enter text.](#)

Cumulative GPA: [Click here to enter text.](#)

GPA in Social Work: [Click here to enter text.](#)

Student ID #: [Click here to enter text.](#)

Will all of your coursework (including general education requirements) be completed at the time you begin placement? Choose an item.

If not, what will you still need to complete? [Click here to enter text.](#)

In what city/state are you planning to complete your placement? [Click here to enter text.](#)

What is the name of the agency where you will complete your field placement?

[Click here to enter text.](#)

Who will serve as your field instructor?

[Click here to enter text.](#)

Provide complete contact information for your field instructor

[Click here to enter text.](#)

VI. Please describe your previous experience.

Sophomore year field placement agency: [Click here to enter text.](#)

Sophomore field placement supervisor: [Click here to enter text.](#)

Relevant work or volunteer experience:

[Click here to enter text.](#)

VII. Please discuss your goals, interests, strengths and challenges:

Career goals and interests:

[Click here to enter text.](#)

Personal/professional strengths:

[Click here to enter text.](#)

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Special personal considerations/challenges:

[Click here to enter text.](#)

Discuss any ethical, disciplinary or behavioral issues:

[Click here to enter text.](#)

VIII. Please respond to the following:

Identify your reasons for selecting this remote field placement. (100-200 words)

[Click here to enter text.](#)

Explain how this field placement will help you obtain competencies and complement your education plans and professional goals. (100-200 words)

[Click here to enter text.](#)

Describe what challenges you anticipate in completing this field placement and how you plan to address those challenges. Be specific. (100-200 words)

[Click here to enter text.](#)

Discuss how you plan to ethically integrate faith development during your field placement. (100-200 words)

Sophomore Preliminary Placement Information and Forms

Sophomore Placement Objectives and Skills to be Learned (Social Work Practice with Individuals and Social Work Practice with Families)

Objectives of Social Work Practice with Individuals:

1. Demonstrate beginning knowledge and skills necessary for competent generalist social work practice.
2. To identify personal values and beliefs and to understand and explain how they operate as strengths or weaknesses in your role as a beginning social work student.
3. To describe and apply generalist perspective and systems theory with a variety of client populations.
4. To demonstrate basic skills of a helping relationship including empathy, active listening, interviewing, process recording and assessment.
5. To evaluate personal and agency effectiveness in the delivery of generalist social work services.
6. To demonstrate professional integrity and to apply the values and ethics of the profession in various practice situations.
7. To demonstrate self-awareness related to the fit and tensions of one's own Christian faith in the content of social work knowledge and practice with various populations.

Objectives of Social Work Practice with Families:

1. Demonstrate beginning knowledge and skills necessary for competent generalist social work practice with individuals and families.
2. Utilize supervision, consultation and self-awareness to enhance professional growth and development.
3. To analyze models of assessment, prevention, intervention and evaluation with families and to demonstrate effective verbal, nonverbal and written communication skills with this population.
4. To recognize the role and value of client populations to inform self-understanding.
5. To critically evaluate and apply theories of human behavior within the social environment.
6. To work cooperatively with families to assess and develop interventions.
7. To critically examine one's Christian faith within the context of social work knowledge and practice with families.

Skills to be practiced through the field experience:

1. Demonstration of the skills idea of professionalism with ethical behavior.
2. Demonstration of interviewing and assessment skills.
3. Demonstration of relational skills individuals, families, groups and communities.

Second Year Social Work: Introductory Placement Information

Students complete the Introductory Placement during their sophomore year in agencies around the Harrisburg, Mechanicsburg, Camp Hill, and Carlisle areas. This placement is designed to test the fit between the conceptions of social work and the realities of day-to-day social work practice. The placement serves as an experimental setting for students to grapple with translating the abstract concepts of social work practice obtained in classes into rudimentary skills for relating and interacting with client systems.

Students complete the Admission for Application into the Social Work Department after completing the required courses and placement hours at the end of the second year.

Students generally complete four hours per week during the fall and spring semester of their second year in an agency or organization. A semester is typically 15 weeks long; therefore, the students spend at least 50 hours in placement each semester (100 hours or more per academic year). Students are provided a list of potential placement agencies and may choose their preference. However, this must be approved by the field coordinator. The student is then required to contact the agency and obtain approval for the field instructor.

Major Purposes of Introductory Placement

1. Self-screening by students to decide about pursuing a social work career.
The student will use the experiences gained during this placement when deciding whether to continue social work education. Students make formal application for admission to the Messiah University Social Work Department during the spring semester, which includes this Introductory Placement.
2. Screening by Social Work Department faculty to identify student's match with social work.
This process begins in SOWK 250 and continues throughout SOWK 360. The introductory placement is a primary source of data about student ability to demonstrate aptitude and potential for operationalizing social work values and knowledge and for gaining practice skills.
3. Beginning socialization to and identification with the profession of social work.
The introductory placement allows students to become familiar with professional social work as it is practiced in an agency setting. Students observe and discuss the social worker's purposes and roles as well as the working relationships which exist between social work and other disciplines which may be represented within the agency.
4. Professional development.
Students need to begin to develop a professional identity as a social worker. Field instructors assist in this process by challenging students to increase their level of self-awareness. Additionally, students become aware of their sensitivities, perceptions, strengths, and limitations by working with field instructors to experience and process their reactions to ethnicity, religious belief/affiliation, social class, age, sexual orientation, and disability. In addition, field visits help students to realistically evaluate

their beginning skills in such areas as observing, interviewing, establishing relationships with client systems, and documentation.

5. Exposure to a social welfare agency

Students need to gain first-hand experience with the structure and functions of a social welfare agency. They need to observe and begin to understand the agency's services, staff roles and functions, the agency's relationship to the broader community, its history and underlying philosophy, and its formal organizational structure.

6. Exposure to client systems

Students need to interact purposefully with client systems of various sizes including individuals, families, groups, and communities served by the placement agency.

7. Exposure to a variety of neighborhoods

Students should be exposed to the neighborhoods surrounding the agency building.

Access should be provided to the general consumer community served by the agency to raise student consciousness of social problems, community needs, and the views of community residents. Outreach efforts, home visits, and contact with community organizations and other agencies are useful in achieving this goal.

Suggestions for Types of Agency Experiences for the Introductory Placement

While recognizing that agencies vary greatly in the services they provide and in the opportunities available to students, there are, nevertheless, certain experiences that the Department believes are essential for every social work students. Those essential experiences are listed below.

Department faculty are aware that the time-limited and concentrated nature of this field experience may present some challenges in regard to how much depth can be achieved in each of the essential activities and that uneven emphases may result. We are convinced, however, of the importance of addressing each of the essential CSWE Core Competencies to the extent possible during a 50-hour time frame. In those instances where a particular experiential opportunity is not available within the agency, our expectation is that the agency will make reasonable efforts to expose the student to that aspect of social work practice in some other department within the agency. Students should also utilize professional development opportunities to gain additional experiences.

1. Orientation to the placement agency or Department

Most students will be unfamiliar with the agency in which they are placed. It is expected that students are provided some designated space to work (i.e. desk, small room). In addition, an orientation of the agency is necessary for each student. Students should take some initiative to plan their own orientation with direction from the field instructor. This becomes a learning experience for becoming acquainted with any new agency and not merely orientation to a particular agency. Some suggested explanation of office procedures and documentation expectations assists with the student's adjustment. Some suggested activities include observation of the waiting room, study of the administrative

structure of the agency (a flow chart depicting agency services), viewing an agency video, reading case notes or reports, attending staff meetings, and observing agency staff in direct practice.

2. Development of the idea of a professional self

The student must know how she/he is to be designated at the agency and how she/he is related to the work of the agency. She/he needs to have a recognized role as well as understand the role of others in the agency. This is best accomplished by providing the student a specific title and showing the student where she/he would fit into the agency organizational structure. The student should also be clear as to how she/he will be referred to at the agency (i.e. first name, Ms., Mr., etc.) and how she/he should dress. This is an important step toward development of a professional identity.

Another step in this process is the development of a professional relationship with the field instructor. This can best be accomplished by scheduling a regular conference time (once a week) and specifying the responsibilities of each party for the conference. Mutual preparation of a concise agenda may lend structure to the conferences.

Confidentiality is explored explicitly in the classroom. Field instruction is an opportunity to explore the concept further with emphasis on how it is used to protect individuals, groups, and community members. Agency specific policies for keeping information confidential can be explored as well.

Self-awareness and the conscious pursuit of self should be a significant part of the developing professional identity of the student. This can be accomplished by using part of the field instructor's time to provide feedback to the student about her/his work in using self. Frequent feedback is essential given the concentrated nature of this early field experience.

3. Experience in Interviewing and Assessment

The Messiah University Social Work Department believes that interviewing and assessment are fundamental helping skills and should be a focus of student learning during this early field experience. All students enrolled in the Introductory Field Placement have engaged in numerous role-played interviews and have had classroom instruction and written exercises pertaining to rudimentary interviewing and assessment skills in SOWK 250 Social Work Practice with Individuals. Some field instructors prefer to have students begin by observing an interview conducted by an experienced interviewer while others prefer to review the basic principles with the student and help them carefully plan their initial interviews.

4. Experience in relating to client systems of various sizes.

The development of relationships with client systems of various sizes is a fundamental part of generalist social work practice. It is important that the student gain experience working with groups and communities as well as with individual clients.

For these students in this initial placement, group engagement will most appropriately begin with observational opportunities, as many may not have the beginning skills to co-facilitate or facilitate a group. However, many students are

prepared for co-facilitation of groups at some point during this initial placement experience.

The student should be assisted to understand the relationship of the agency or Department where he/she is placed to total community needs and services. Identification of community social problems along with awareness of similar agencies and Departments is a means of enhancing student understanding of interrelated components. Student attendance at community and staff meetings is desirable.

5. *Experience in gathering information, assessing situations, and planning for change.*

Students need to experience the challenges of gathering information as a foundation for assessing client situations and planning for intervention. Although students will have some instruction in the formal assessment process, the field instructor can demonstrate for the student the procedural nature of information gathering by a social worker in intervening with client systems.

6. *Record keeping*

The student should gain experience in recording social work data and with documentation. Summarizing material gained from interactions with clients, including individuals, group sessions, or community meetings is an essential social work skill.

7. *Evaluation*

Self-evaluation and the ability to receive feedback are important components of evaluation and should be modeled for the student in supervisory conferences. Students should understand that evaluation is not other-directed only but a continuous process central to professional development.

Description of Sophomore Placement Forms

1. **Student and Agency Contact Form** - This form is to be completed by the student within the first week of placement and submitted to the field coordinator. The information will be used as a guide for whom to contact in case of an emergency. Students should submit a new form if any of the information changes during the course placement.
2. **Sophomore Learning Contract Form (for both SOWK 250 & SOWK 360)** - During the first two weeks of placement the student and the field instructor should develop a specific learning contract that identifies the specific goals and objectives for the placement experience. This should be used as a guide for the student and the supervisor in creating a plan of action that meets the learning needs of the student and that meets the Department's goals and objectives for the field experience.
3. **Sophomore Fall Evaluation Form** - The fall semester evaluation is completed during the first half of a student's placement and is used as a tool by the agency, the student and the Department in assessing the student's progress in meeting the learning needs and placement objectives. Issues identified during the fall semester evaluation process

should be addressed by the agency, the student and the field coordinator and a plan of action should be developed to address those concerns.

4. **Sophomore Spring Evaluation Form** - The spring semester evaluation is completed by the field instructor and the student during the last weeks of placement and is used as a tool by the agency, the student and the Department in assessing the student's overall progress toward meeting the student's learning needs and placement objectives. Both the fall and spring semester evaluations will also be used as tools by the faculty in assigning a course grade for the placement.
5. **Preliminary Placement Timesheet Form** - The time sheet is used to document the actual number of work hours a student completes in placement. Students should note that time spent while at lunch is *not* included in the total number of hours spent in the agency. The student is expected to keep a daily record of hours and have the field instructor sign off on the time sheet on a weekly basis. The student is also expected to submit a copy of the signed time sheet to the field coordinator on a weekly basis.
6. **Student Evaluation of Field Placement Form** - At the end of the placement the student is to complete an evaluation of the field placement experience and submit it to the field coordinator. The evaluation will be used as a tool in assessing agency effectiveness in meeting Department goals for the placement.

Additional Field Information:

I. Background Checks and Criminal Record

A. Professional Expectations

All Social Work students are required to complete new clearances prior to beginning field experiences. These courses include the Sophomore Field Placement SOWK 251 and 361 and the Senior Field Placement SOWK 490. Students will not be permitted to begin the Sophomore Field Placement or the Senior Field until all required clearances are submitted, returned, and reviewed by the Field Coordinator. Some agencies may require medical testing and drug screening prior to beginning placement. The completion of these additional requirements as well as all fees associated with them are the responsibility of the student. Students may be required by some agencies to complete clearances as a part of the first-year service learning experience in SOWK 120 Introduction to Social Work. These first-year clearances are coordinated through the Agape Center. Students taking SOWK 372 and SOWK 476 who have completed clearances at a maximum of two years prior will be required to provide verification that Criminal status has not changed since the previous records check. It is the student's responsibility to immediately report to the Department any occurrence that could affect her/his Criminal Record or Child Abuse status. If a student is discovered to have an undisclosed criminal history that subsequently appears on an agency background check, this will suspend the placement process. The faculty of the Social Work Department will convene to consider next steps in the field placement process and determine the student's status in the program.

Prior to beginning any field engagement for SOWK 372 and SOWK 476, the student will complete the Criminal Record Status Verification Form and submit this to the Department. Students recognize that when clearances are completed for SOWK 490 Senior Field if a Criminal finding or Child Abuse report is found that dates back to the Criminal Record Status Verification and the student had not reported it, this will indicate that the student fabricated the status verification. The student will be immediately removed from the major and may only reapply the following year at the earliest.

B. Background Checks

In compliance with the Commonwealth of PA Older Adult Protective Services Act and the Chapter 63 of 23 PA Consolidated Statutes Annotated relating to the Child Protective Services law, Social Work students must complete the following clearances: PA Criminal History Record Check, PA Child Abuse History Clearance and FBI Fingerprint Record Check. The student who pursues a Social Work degree at Messiah University does so with the understanding that these clearances will need to be obtained and the results made known to the Social Work Department and Field Agencies. Progression in the Social Work major is conditional pending results of the criminal history background checks. Failure to comply with criminal background checks will prohibit progression in the Social Work major. All background check procedures and associated costs will be the responsibility of the student. Transportation to and from criminal background testing sites will be the responsibility of the student.

C. Criminal Record

The Messiah University Department of Social Work cannot guarantee placements for students who have been convicted of misdemeanors and/or felonies or are unable to pass Child Abuse &/or Criminal History. The Department also cannot guarantee placements for students who for whatever reason are unable to pass health or drug and alcohol screenings.

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A positive Criminal Record (Federal and/or State), and or positive Child Abuse History may result in any of the following: limitation of potential field placements, delay in placement, inability to obtain a field placement, dismissal from placement. A positive Criminal finding will be considered to the extent to which it relates to the student's suitability for placement. If a criminal record is likely to preclude placement, the student will be notified.

A Social Work student with a Federal Criminal History Background check that indicates a status of 'Disqualification' will be unable to move into a field placement. Other criminal or abuse records will be reviewed by the Social Work Department to determine eligibility to work with vulnerable populations in accordance with the Child Protective Services Law and the Older Adults Protective Services Act. Any new charges after submission of the background check must be reported to the Social Work Department Chair and Field Coordinator immediately. The decision by the Social Work Department to permit a student, despite criminal convictions, to seek a field experience does not guarantee that the student will obtain that particular placement. Agencies reserve the right to not accept a student based on her/ his criminal record.

D. Communication and Disclosure

Students in the Social Work Department recognize that a component of field participation requires allowing the Department to communicate with agencies related to placements. This includes communication related to Criminal findings or Child Abuse history. Students must provide to the Department and to the Field Agency, information adequate to assess the situation and the level of risk. This includes Criminal Background checks, Child Abuse Clearances, and FBI record checks when required. Students with a Criminal Record or Child Abuse background will also be expected to provide the Department and the Field Agency with a written statement about what occurred including the date, nature of the incident(s), criminal rulings and the context for what happened. Students should complete a FERPA release. However, a lack of FERPA release on file will not preclude the Department from communicating with field organizations regarding a student's background status. The level of disclosure required of students to the Department and subsequently to Field Agencies is necessary due to student engagement with vulnerable populations and the risk and liability being assumed by placing students in a field setting. This information is required to assess and minimize risk.

The student who pursues a Social Work degree at Messiah University does so with the understanding that these clearances will need to be obtained and the results made known to the Social Work Department and Field Agencies. Progression in the Social Work major is conditional pending results of the criminal history background checks. Failure to comply with Criminal Background checks will prohibit progression in the Social Work major. All background check procedures and associated costs will be the responsibility of the student. Transportation to and from criminal background testing sites will be the responsibility of the student.

II. Instructions for Completion of Clearances

Internet access is required for students to complete the clearance process and to download certain forms and instructions. Links have been provided for the completion of these clearances. Please follow the instructions provided to ensure that the process is completed correctly. Allow sufficient time for clearances to be processed prior to beginning placements. The time for clearances to be returned following the application process varies and must be taken into consideration when beginning the process. Students should not expect to begin a placement without proof of clearance completion.

All students must complete the following clearances:

- Child Abuse clearance

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- PA State Police Check

In addition, **non-Pennsylvania residents** need to complete

- FBI (Cogent) Fingerprinting Check.

To be recognized as a Pennsylvania resident you must have lived in the state for two years immediately preceding the placement.

A. Child Abuse Clearance

<https://www.compass.state.pa.us/cwis/public/home>

Please note that in order to proceed in filling out the online Child Abuse Clearance Application, you must create an account. At the start of the account form, you will be asked to fill in a Keystone ID. It is not readily obvious, but when setting up your account, you need to make up a Keystone ID of your choice. After you have set up an account, you will be given a temporary password through email, and then log in again to create your personal password. This online form requests personal information, including extensive address history. The completed on-line form is sent directly to the department of welfare, and typically takes less than 14 days to process. You will receive an email response of the outcome of your clearance. At that point, you may log in where you will be given an option to have the results sent to your home address, and again, you will need to include this with your other two clearances. This requires a credit card for payment.

B. PA State Police Criminal Background Check

<https://epatch.state.pa.us/Home.jsp>

This is the Pennsylvania State Police check which can be processed online and the results typically are available immediately or within the same business day. You will need to print the clearance results to include with the other two clearances. You do not receive a paper copy of this clearance from the PA State Police. Please follow the directions after completing the application process and print out the certificate. If you close out the page or use the back arrow, your results may no longer be available. Please use caution while finishing this process to ensure success. This requires a credit card for payment.

C. FBI Clearances

(FBI Fingerprint Clearance (IDENTOGO) Instructions Rev. 1/22/18)

The FBI check is a **three-step process**.

First, you must register online and print the receipt (*See instructional steps below to register.*)

Second, take the receipt, 2 forms of ID, and payment method (credit card or money order) to a fingerprinting facility.

Third, after providing the fingerprints at the facility, the results will be mailed to the home address that you entered online when you registered.

When you register online, there will be an opportunity to set up your specific finger-printing appointment. There is also the option of selecting 'walk-in' for which you take the chance that they will be able to see you sooner. Be sure to check out the hours of operation before proceeding to a fingerprint location. Scheduled appointments are given priority over walk-ins. Fingerprinting sites and hours are listed online.

Local sites include:

- 6483 Carlisle Pike, Suite 104, Mechanicsburg, PA 17050
- 158 W. High Street Carlisle, PA 17013
- 4815 Jonestown Road, Suite 201, Harrisburg, PA 17109

A credit card or money order is required for payment. The cost is \$22.60

Instructional Steps:

1. Go to: <https://uenroll.identogo.com>
2. Enter the Service Code: **1KG756 for Human Services (please be sure to check with your field site to determine if this is the correct service code – entering the incorrect service code may require you to repeat the process or at the least lengthen the amount of time for completion)**
3. Select **‘Schedule or Manage Appointment’**
4. Fill in requested information on each screen and click **‘next’** to proceed to next screen.
5. Schedule an appointment date, time, and location (*or you may choose ‘walk-in’*).
6. **Print the Registration Complete page with the Registration ID included.** (*You will also receive an email confirmation*)
7. Go to the fingerprint site as scheduled. You are required to have with you the Registration code from the confirmation email and qualified State or Federal photo ID (example: driver’s license). A credit card or money order is required for payment.
8. Results will be mailed to you within 2-4 weeks.
9. When you receive the report, retain copies of the clearance:

Students will not be permitted to start placement until verification of all required clearances are provided. When a student receives clearance results, she/he should save them and retain all originals. Students are required to provide copies of all clearances to Field Coordinator and respective placement agencies.

Fingerprint Cards

Fingerprint cards may be the only option for some out-of-state applicants or an option for applicants who are unable to be printed electronically within Pennsylvania. Below are the steps required to complete the fingerprint card process:

Go to your local police department to request fingerprints

They will need to put the fingerprints on the FD258 cards; please request two (2) copies just in case one is rejected. Please also ensure that the cards include both a timestamp and location (name of police department) If your local police department does not have FD258 cards, they can download them from the FBI’s website at <http://www.fbi.gov/about-us/cjis/background-checks/standard-fingerprint-form-fd-258>

Register online at www.uenroll.identogo.com

Enter the correct Service Code

Select Submit a Fingerprint Card

Registrant will receive an e-mail that includes a bar code and address to submit cards/paperwork for processing

Mail both fingerprint cards with the e-mail to the provided address

III. Disclaimer

If the student completes the Social Work program at Messiah University and obtains a BSW degree, the student will be eligible for licensure or credentialing by a governing body or will be eligible to work for a particular employer. Licensure and credentialing authorities and employers apply their own standards for evaluating whether criminal convictions are disqualifying based on state laws and facility-specific regulations. Messiah University and the Social Work Department accept no liability in cases where a third party deems criminal convictions sufficiently serious to cause denial of the applicable license or credential, or to refuse employment opportunities.

IV. Transportation

It will be the responsibility of the student in placement to arrange for transportation to and from placement. Additionally, some placements may require travel when at the job site. Make transportation arrangements for your placements prior to the start of the academic year.

V. Insurance

The University provides liability insurance for students involved in a practicum. It is your responsibility to determine if the coverage is adequate, or if you wish to purchase additional coverage.

Messiah University Social Work Department

Statement of Understanding

At the beginning of each academic year, or as a condition for changing one's major to social work, every social work major is required to thoroughly review the handbook, and then sign and submit the *Statement of Understanding Form* to the Social Work Department Office (by the second week of the semester, or two weeks after declaring social work as your major).

Student Name (Print) _____

As a social work student...

1. I understand that I am expected to adhere to the values, ethics, and standards of Messiah University, the Social Work Department, and the profession of social work.
2. I commit myself to seeking increased understanding of the Christian faith.
3. I understand that as a social work student it is the student's responsibility to be intentional about developing the competencies to practice social work.
4. I understand that it is the expectation of the Social Work Department and of the profession to act in a professional manner at all times.
5. I realize that although I may be accepted to the social work major at Messiah University, if my professional development is not deemed satisfactory by the department faculty or the University, the department has the right and responsibility to request a reevaluation of my acceptance and suitability for the major.

My signature below indicates that I understand and agree to the expectations of a social work major, and that I have read, understand and agree to abide by all policies and guidelines established by Messiah University and the Messiah University Social Work Department. My signature also indicates that I authorize the Department to regularly review my progress within the major and to evaluate my academic and disciplinary records for the purpose of monitoring my eligibility for progression in the social work major. I understand that eligibility to continue at any time in the social work major is contingent upon satisfactorily meeting all stated expectations and progression in the major criteria.

Student Signature _____ Date _____