**Cleveland State University
School of Social Work**

Baccalaureate Social Work Program

Student Handbook
2024 - 2025

Table of Contents

Welcome

On behalf of the administration, faculty, and staff of the Bachelor of Social Work Program at Cleveland State University, we would like to welcome you! You are joining a diverse and dedicated group of students and faculty united by their commitment and passion to make a difference. Like all positive endeavors, your time in the program will be challenging but also rewarding. We encourage you to make the most of this experience.

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About the School of Social Work

The History of the School of Social Work

The development of the School of Social Work grew out of an expressed need of the social services providers in the Greater Cleveland community. The department began with a baccalaureate program, established in the fall of 1967. The basis for this program was documented through a planning study, "A Society's Need, A University's Need" that was sanctioned with a grant provided to the university in 1966, by the Department of Health, Education and Welfare and the Vocational Rehabilitation Administration. Dr. Albert Cousins of the Sociology Department was designated as Planning Director.

During the 1960s, many new social service programs were developed through federal initiatives, which required the need for trained personnel at the community level. Historically, individuals with bachelors' degrees without a social work concentration had delivered Social Services. The Federal Initiatives that focused on juvenile delinquency prevention and the war on poverty provided the opportunities for people at the community level (Grass Roots Level) to enter into the social work profession. It was this segment of the population and the hiring agencies that were eager for formal social work educational opportunities. Cleveland State University responded to their interest and need.

The program began in 1967-68, with two faculty members as part of the Sociology Department. Six Social Service courses were offered and required, two of which were Field Experiences. Social work interventions were taught with a methods focus: Social Services to individuals, groups, and community development. Students were expected to have had a strong liberal arts background, having completed such courses as psychology, sociology, economics, history, philosophy, and ethics. In 1970, the first two individuals graduated with a bachelors degree in social services.

During the growth and development of the department in the 1970s, there was tremendous growth in student enrollment. Faculty in specialty areas such as health, mental health, child welfare, and corrections were added to the curriculum. More importantly, the social service curriculum was undergoing major revisions. Field instruction was of such value and concern that the Department committed significant faculty resources to the field liaison function and to the development of field practicum sites. Consequently, well-rounded field experiences were developed in more than one hundred public and voluntary agencies in fields of practices such as corrections, family and child welfare, health, mental health, community development and housing, and community planning. These agencies collaborated with the Department in preparation of social services majors to become competent generalist social work practitioners. An effective and lasting community/Department partnership was developed. It was during this time that the Social Service Department changed to the Social Work Department. In the winter quarter of 1974-75, the Council on Social Work Education (CSWE) performed the School's first accreditation review of its baccalaureate social service program. The department received a five-year accreditation, the longest possible, and a confirmation of the efforts to improve and expand the curriculum. One area

identified for greater strengthening was the field education component. Even greater efforts were devoted to upgrading this component of the School.

As the Department continued to make strides in its growth and development, the faculty began to explore and develop education at advanced levels. Therefore, the 1980s were rich with excitement around the possibilities of meeting the unique need for graduate level education in social work that addressed the demands of a pluralistic society in an urban setting with an open enrollment. Further, there were requests from baccalaureate students, alumni, and social service agencies in Northeastern Ohio for accessible and affordable graduate social work education. The Ohio Board of Regents approved the exploration of the development of a joint program with educational institutions in geographical proximity. In the late 1980s, the University of Akron and Cleveland State University began actively developing the Masters in Social Work (MSW) program. Collaborative planning for the master's program required a number of compromises and concessions. One of the most exciting outcomes was the decision to use distance-learning technology to deliver the courses in the MSW curriculum. The joint MSW program was a unique method of meeting the need for accessible and affordable graduate social work education in Northeastern Ohio. The Joint MSW Program was initially accredited in February of 1999. In 2014, the joint program was separated, and both universities established a stand-alone MSW Program, better meeting the needs of their respective communities.

The Program's continued milestone is evident in the Department becoming the School of Social Work in the Fall Semester of 2005. Graduates of the baccalaureate Program now receive a BSW as opposed to a B.A. degree, beginning in the Spring Semester 2007.

The Cleveland State University School of Social Work's philosophy is to work in partnership with the community of Northeastern Ohio to stay knowledgeable about the social, economic, and political trends in society that will impact vulnerable populations. Frequently, these trends may alter the content of the curriculum. The community/School partnership has guided and directed the School since its origin through its growth and development, as well as pointed the way of the future. The School of Social Work is looking forward to a great future of expanding its curriculum, offering unique approaches to learning, as well as creating further opportunities for research and educational development. In this regard, the School of Social Work has remained focused on and committed to its mission, ensuring that its goals and objectives carry out the mission and reflect throughout the course of study.

The Mission and Goals of the School of Social Work

Purposes, Goals and Objectives

The School of Social Work's mission and goals are the result of an ongoing assessment process that dictates the appropriate academic preparation for students to prepare themselves to effectively assume the roles of beginning level generalist social work practitioners in different fields of practice with diverse populations. This process involves reviewing the curriculum and staying knowledgeable about social, political, economic and environmental trends that impact diverse populations and populations-at-risk.

The mission of the BSW program is to prepare students for generalist social work to practice ethically and with integrity, promote human rights and community well-being from a global, anti-racist and anti-oppressive perspective. Our context as a school of social work in a public institution, located in downtown Cleveland and with a broadening reach, directs us to graduate a diverse student body, to encourage civic engagement and dedication to public service. We are committed to social, racial, economic, and environmental justice, creation of conditions that facilitate the realization of human rights, elimination of poverty and enhancement of life for all people locally, across the state, and globally. We seek to encourage civic engagement and foster our students' intellectual and personal development. We endeavor to promote a more humane society through our research, teaching, and service to the university, community, and globally. Guided by a person in environment framework, and use of knowledge-based scientific inquiry, we strive to graduate competent social workers who are well prepared to address the challenges of practice, through a deep respect for human diversity, the dignity and worth of the person, and the importance of human relationships.

The School carries out its mission through **four major goals** that are designed to reflect the philosophy and purpose of the social work profession, the mission and goals of the university and the Council on Social Work Education (CSWE) Curriculum Policy Statement. They are:

1. Provide a coherent integrated curriculum within a diverse urban environment, grounded in an interdisciplinary liberal arts perspective that supports the professional foundation and exhibits student competency in social work knowledge, skills, values, and ethics.

2. Advocate for all policies to ensure social and economic justice and effective service delivery to all at risk and vulnerable populations, both locally and globally.

3. Establish linkages with public and private entities to improve health and human services that will enhance the quality of life for Northeast Ohio residents and will maintain applied learning experiences for students.

4. Stay knowledgeable about research that informs practice and prepares graduates to engage in scientific inquiry and life-long learning to ensure ongoing professional development and best practices.

Social Work Competencies with Knowledge and Practice Behaviors for Generalist Social Work Practice

February 2022

CSWE 2022 Educational Policy and Accreditation Standards (EPAS)

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

Competency 1: Demonstrate Ethical and Professional Behavior

K & PB	Knowledge, Values and Practice Behaviors
C1	Demonstrate Ethical and Professional Behaviors.
C1. K1A	Demonstrate an understanding of the value base of the profession and its ethical standards.
C1. K1B	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with individuals.
C1. K1C	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with families
C1. K1D	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with groups.
C1. K1E	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with organizations.
C1. K1F	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with communities.
C1. K2	Demonstrate an understanding that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.
C1. K3A	Demonstrate an understanding of the frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice.
C1.	Demonstrate an understanding of the frameworks of ethical decision making and apply

K3B	principles of critical thinking to those frameworks in research.
C1. K3C	Demonstrate an understanding of the frameworks of ethical decision making and apply principles of critical thinking to those frameworks in policy.
C1. K4	Recognize and manage personal values and the distinction between personal and professional values.
C1. K5	Demonstrate an understanding of how their evolving worldview, personal experiences, and affective reactions influence professional judgment and behavior.
C1. K6	Demonstrate an ability to take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.
C1. K7A	Demonstrate the use of rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities.
C1. K7B	Recognize historical and current contexts of oppression in shaping institutions and social work.
C1. K8	Demonstrate an understanding of the role of other professionals when engaged in interprofessional practice.
C1. K9	Recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.
C1. K10	Demonstrate an understanding of digital technology and the ethical use of technology in social work practice.
C1. PBA	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
C1. PBB	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
C1. PBD	Use technology ethically and appropriately to facilitate practice outcomes.
C1. PBE	Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

K & PB	Knowledge, Values and Practice Behaviors
C2	Advance Human Rights and Social, Racial, Economic, and Environmental Justice
C2. K1	Demonstrate an understanding that every person regardless of position in society has fundamental human rights.
C2. K2	Demonstrate an understanding about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.
C2. K3	Demonstrate an ability to critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.
C2. K4	Demonstrate an ability to advocate for and engage in strategies designed to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.
C2. PBA1	Advocate for human rights at the individual level.
C2. PBA2	Advocate for human rights at the family level.
C2. PBA3	Advocate for human rights at the group level.
C2. PBA4	Advocate for human rights at the organizational level.
C2. PBA5	Advocate for human rights at the community level.
C2. PBB	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

K & PB	Knowledge, Values and Practice Behaviors

C3	Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice
C3.K1A	Demonstrate an understanding of how racism and oppression shape human experiences.
C3.K1B	Demonstrate an understanding of how racism and oppression influence practice at the individual level.
C3.K1C	Demonstrate an understanding of how racism and oppression influence practice at the family level.
C3.K1D	Demonstrate an understanding of how racism and oppression influence practice at the group level.
C3.K1E	Demonstrate an understanding of how racism and oppression influence practice at the organization level.
C3.K1F	Demonstrate an understanding of how racism and oppression influence practice at the community level.
C3.K1G	Demonstrate an understanding of how racism and oppression influence policy.
C3.K1H	Demonstrate an understanding of how racism and oppression influence research.
C3.K2	Demonstrate an understanding of the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.
C3.K3A	Demonstrate an understanding of how diversity and intersectionality shape human experiences and identity development.
C3.K3B	Demonstrate an understanding of how diversity and intersectionality affect equity and inclusion.
C3.K4	Demonstrate an understanding of how the dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.
C3.K5	Demonstrate an understanding that intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.
C3.K6A	Demonstrate an understanding of the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.

C3. K6B	Demonstrate an understanding of cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.
C3. PBA 1	Demonstrate anti-racist and anti-oppressive social work practice at the individual level.
C3. PBA 2	Demonstrate anti-racist and anti-oppressive social work practice at the family level.
C3. PBA 3	Demonstrate anti-racist and anti-oppressive social work practice at the group level.
C3. PBA 4	Demonstrate anti-racist and anti-oppressive social work practice at the organization level.
C3. PBA 5	Demonstrate anti-racist and anti-oppressive social work practice at the community level.
C3. PBA 6	Demonstrate anti-racist and anti-oppressive social work practice at the research level.
C3. PBA 7	Demonstrate anti-racist and anti-oppressive social work practice at the policy level.
C3. PBB	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

K & PB	Knowledge, Values and Practice Behaviors
C4	Engage in Practice-Informed Research and Research-Informed Practice
C4.K1	Demonstrate an understanding of ethical, culturally informed, anti-racist and anti-oppressive approaches in conducting research and building knowledge.
C4.K2	Demonstrate an understanding of how the use of research informs their practice decision making and articulate how their practice experience informs research and evaluation decisions.
C4.K3A	Demonstrate ability to critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice.
C4.K3B	Demonstrate ability to critically evaluate and critique current, empirically sound research to inform decisions pertaining to policy.
C4.K3C	Demonstrate ability to critically evaluate and critique current, empirically sound research to inform decisions pertaining to programs.
C4.K4	Demonstrate an understanding of the inherent bias in research and evaluate, design, analysis, and interpretation using an anti-racist and anti-oppressive perspective.
C4.K5	Demonstrate an understanding of how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.
C4.K6	Demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and interpret data derived from these methods.
C4.K7	Demonstrate knowledge about methods to assess reliability and validity in social work research.
C4.K8	Demonstrate ability to articulate and share research findings in ways that are usable to a variety of clients and constituencies.
C4.K9	Demonstrate an understanding of the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.
C4.PBA	Apply research findings to inform and improve practice, policy, and programs.
C4.PBB	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

K & PB	Knowledge, Values and Practice Behaviors
C5	Engage in Policy Practice
C5.K1	Demonstrate an understanding of social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services.
C5.K2	Recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.
C5.K3	Demonstrate an understanding of the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses.
C5.K4A	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with individuals.
C5.K4B	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with families.
C5.K4C	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with groups.
C5.K4D	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with organizations.
C5.K4E	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with communities.
C5.K5	Demonstrate an understanding of and advocate for anti-racist and anti-oppressive policy practice that can effect change in those settings.
C5.PBA	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
C5.PBB	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

K & PB	Knowledge, Values and Practice Behaviors

C6	Engage with Individuals, Families, Groups, Organizations, and Communities
C6. K1A	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of individuals.
C6. K1B	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of families.
C6. K1C	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of groups.
C6. K1D	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of organizations
C6. K1E	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of communities.
C6. K2	Demonstrate an understanding of the importance of human relationships.
C6. K3A	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals.
C6. K3B	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including families.
C6. K3C	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including groups.
C6. K3D	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including organizations.
C6. K3E	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including communities.
C6. K4	Demonstrate self-reflection and an understanding how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.
C6. K5	Demonstrate an understanding of the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

K & PB	Knowledge, Values and Practice Behaviors
C6. PBA	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.
C6. PBB	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

K & PB	Knowledge, Values and Practice Behaviors
C7	Assess Individuals, Families, Groups, Organizations, and Communities
C7. K1	Demonstrate an understanding that engagement is an ongoing component of the dynamic and interactive process of social work practice.
C7. K2A	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals.
C7. K2B	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including families.
C7. K2C	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including groups.
C7. K2D	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including organizations.
C7. K2E	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including communities.
C7. K3A	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals to develop a mutually agreed-upon plan.
C7. K3B	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with families to develop a

	mutually agreed-upon plan.
C7. K3C	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with groups to develop a mutually agreed-upon plan.
C7. K3D	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with organizations to develop a mutually agreed-upon plan.
C7. K3E	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with communities to develop a mutually agreed-upon plan.
C7. K4	Recognize the implications of the larger practice context in the assessment process and use the interprofessional collaboration in this process.
C7. K5	Demonstrate self-reflection and an understanding of how bias, power, privilege, and their personal values and experiences affect their assessment and decision making.
C7. PBA	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual theoretical frameworks, when assessing clients and constituencies.
C7. PBB	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

K & PB	Knowledge, Values and Practice Behaviors
C8	Intervene with Individuals, Families, Groups, Organizations, and Communities
C8. K1	Demonstrate an understanding that intervention is an ongoing component of the dynamic and interactive process of social work practice.
C8. K2A	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals.
C8. K2B	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply

	this knowledge in selecting culturally responsive interventions with clients and constituencies, including families.
C8. K2C	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including groups.
C8. K2D	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including organizations.
C8. K2E	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including communities.
C8. K3	Demonstrate an understanding of methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.
C8. K4	Demonstrate an understanding of how to facilitate effective transitions and endings.
C8. PBA	Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve client and constituency goals.
C8. PBB	Incorporate culturally responsive methods to negotiate, mediate, and advocate, with an on behalf of clients and constituencies.

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

K & PB	Knowledge, Values and Practice Behaviors
C9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
C9. K1A	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals.

C9. K1B	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse families.
C9. K1C	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse groups.
C9. K1D	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse organizations.
C9. K1E	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse communities.
C9. K2	Recognize the importance of evaluating processes and outcomes to increase practice, policy, and service delivery effectiveness.
C9. K3	Demonstrate an understanding of anti-racist and anti-oppressive perspectives in evaluating outcomes.
C9. K4	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.
C9. K5	Demonstrate an understanding of qualitative and quantitative methods used for evaluating outcomes and practice effectiveness.
C9. PBA	Select and use culturally responsive methods for evaluation of outcomes.
C9. PBB1	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals.
C9. PBB2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with families.
C9. PBB3	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with groups.
C9. PBB4	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with organizations.
C9. PBB5	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with communities.

University Course of Study

Summary Table of New General Education Requirements
(as approved by Faculty Senate, April 2007; effective Fall 2008)

Area	Course/credit Requirement	Min Credits	Further Requirements
Basic Foundation			
Intro to University Life	1 course	1	Must be completed in first year.
Writing/Composition	2 courses	6	Must be completed in the first year or prior to completion of the first 30 hours of coursework.
Mathematics/QL	2 courses	6	First course must be completed in the first year or prior to completion of the first 30 hours of coursework.
Breadth of Knowledge Requirements			
Natural Sciences	2 courses plus 1 hour of lab	7	Each course must be a minimum of 3 hours.
Social Sciences	2 courses (from 2 different departments)	6	Each course must be a minimum of 3 hours. A. One introductory-level social science course. B. One introductory-level social science course focused on a society other than the US. *(Note: At least one of these courses, **or** one of the introductory-level Arts and Humanities courses, must be focused on Africa, Asia, Latin America or the Middle East.)*
Arts and Humanities	2 courses (from 2 different departments)	6	Each course must be a minimum of 3 hours. A. One introductory-level course in the arts or humanities. B. One introductory-level arts or humanities course focused on a society other than the US. *(Note: At least one of these courses, **or** one of the introductory-level Social Science courses, must be focused on Africa, Asia, Latin America or the Middle East.)*
Social Diversity	2 courses	6	Each course must be a minimum of 3 hours. A. One course must be African-American. B. One course must be U.S. diversity course.

			Transfer students with 60+ credit hours only have to fulfill half of the Social Diversity requirement. They make take either an African American Experience or a U.S. Diversity course.
Additional Components			
Writing Across the Curriculum (including Speaking Across the Curriculum)	3 courses	At least 1 credit for each course	One course must be in the major program. Students may substitute one approved "Speaking Across the Curriculum" (SPAC) course for one of the WAC courses. Individual courses cannot be used to earn BOTH WAC and SPAC credit. Transfer students must take at least one WAC course at CSU: juniors (60-89 credit hours) must complete two courses; seniors (at least 90 credit hours) must complete one course.
Capstone Experience	1 course or equivalent	1	Within major program.

BSW Plan of Study

Overview of the Curriculum Schedule

Courses Offered per Term

Fall Tern	Spring Term	Summer Term
Core Curriculum	*Core Curriculum*	*Core Curriculum*
SWK 200 (Introduction to Social Work)	SWK 200	SWK 200
SWK 201 (Contemporary Social Welfare)	SWK 201	SWK 201
SWK 300 (Social Welfare Policy)	SWK 300	SWK 300
SWK 302 (HBSE I)	SWK 302	SWK 302
SWK 303 (HBSE II)	SWK 303	SWK 303
SWK 304 (Research Methods I)	SWK 304	SWK 304
SWK 305 (Research Methods II)	SWK 305	SWK 305
SWK 350 (Basic Generalist Practice)	SWK 350	SWK 350
SWK 385 (Interventions I)	SWK 385	SWK 386
SWK 386 (Ethical Decision Making)	SWK 386	SWK 486
SWK 390 (Field Practicum I)	SWK 390	
SWK 395 (Field Seminar I/Fundamentals of Assessment)	SWK 395	
SWK 485 (Interventions II)	SWK 485	
SWK 486 (Multicultural Social Work Practice)	SWK 486	
SWK 490 (Field Practicum)	SWK 490	
SWK 495 (SWK Licensure Exam Strategies & Techniques)	SWK 495	
Elective Courses	*Elective Courses*	*Elective Courses*
SWK 150 (The Black Experience)	SWK 150	SWK 150
SWK 353 (Child Welfare Services I)	SWK 493 (Child Welfare Services II)	
SWK 494 (Theories & Procedures in Addiction)	SWK 494	

Courses are offered across all three academic terms because students are admitted to the program each semester – fall, spring, and summer. This allows matriculation throughout the academic year. The senior year, field practicum and co-req courses (SWK 390 Field Practicum & SWK 385 Interventions I; SWK 490 Field Practicum II & SWK 485 Interventions II) are offered only in the fall and spring semesters (allowing either a fall/spring or spring/fall sequence). Next is the course map for students, showing the generalist practice design from year one through year four.

Bachelor of Social Work – Course Plan

First Year							
Fall Semester	Credits	Major	Gen Ed	**Spring Semester**	Credits	Major	Gen Ed
ASC 101 Intro to University Life	1		Intro	English 102 College Writing II	3		W/C
Quantitative Literacy	3		M/QL	General Elective*	3		
English 101 College Writing I	3		W/C	PSY 101 Introduction to Psychology**	3		SS
Arts and Humanities Elective**	3		A&H	PSC 111 American Government	3		
SOC 101 Introduction to Sociology**	3		SS	Natural Science	3		NS
Social Diversity Elective (US)	3		DIV-US	Science Lab (that accompanies the course)	1		NS LAB
Semester Total	**16**			*Semester Total*	**16**		

Second Year							
Fall Semester	Credits	Major	Gen Ed	**Spring Semester**	Credits	Major	Gen Ed
Arts and Humanities Elective (ALAAME)**	3		A&H	Natural Science	3		NS
Social Diversity Elective (AA)	3		DIV-AA	SWK 201 – Contemporary Social Welfare	3	X	
Foreign Language Requirement (if needed) or Elective	4		UNV	Foreign language requirement (if needed) or Elective	4		UNV
General Elective*	3			General Elective*	3		
SWK 200 - Introduction to Social Work	3	X		General Elective*	1		
Semester Total	**15-16**			*Semester Total*	**13-14**		

Third Year							
Fall Semester	Credits	Major	Gen Ed	**Spring Semester**	Credits	Major	Gen Ed
General Elective*	3			General Elective*	3		
General Elective*	3			General Elective*	3		
SWK 300 - Social Welfare Policy II	3	X	WAC	SWK 303 - HBSE II	3	X	WAC
SWK 302 - HBSE I	3	X		SWK 305 - Research Methods II	3	X	M/QL
SWK 304 - Research Methods I	3	X		SWK 350 - Generalist Practice	3	X	SPAC
Semester Total	**15**			*Semester Total*	**15**		

Fourth Year							
Fall Semester	Credits	Major	Gen Ed	**Spring Semester**	Credits	Major	Gen Ed
SWK 385 Interventions I	3	X		SWK 485 Interventions II	3	X	
SWK 386 Ethical Decision Making	3	X		SWK 486 Understanding Multicultural SWK Practice	3	X	
SWK 390 Field Practicum I	6	X		SWK 490 Field Practicum II	6	X	
SWK 395 Fundamentals of Assessment	2	X		SWK 495 Social Work Licensure Exam	2	X	CAP
Semester Total	**14**			*Semester Total*	**14**		
Credit Total: **120** *(minimum 120 required for University degree)*							

Generalist Practice Curriculum Design – Overview/Summary

The university's general education course curriculum has students develop improved understanding of the human condition from multiple perspectives (sociology, psychology, and political science, among others), and to think critically about social phenomenon. Later curricular direct linkage is evident, for example, in human behavior coursework (SWK 302 and SWK 303), where theories and perspectives from multiple disciplines are taught, and in the policy coursework (SWK 201 and SWK 300) where critical analysis of social problems is built-into to the curriculum.

In addition to university liberal arts/general education course requirements, prior to senior year and the start of field practicum, all social work undergraduate students complete eight core courses to build this competency-based education, which include the following: An Introduction to Social Work (SWK 200), Contemporary Social Welfare (SWK 201), Social Welfare Policy (SWK 300), both a micro and a macro human behavior and the social environment (HBSE) course (SWK 302 and SWK 303), two social work research courses (SWK 304 and SWK 305), and a basic generalist practice course (SWK 350). In these courses, students are introduced to social work as a profession and are designed as the groundwork which prepares students with the beginning-level and generalist social work skills, values, knowledge, and cognitive/affective processes necessary prior to entry into the field. While each course fulfills a distinct element of the curriculum, these 200 and 300 level courses cohere with one another as they introduce content which students will draw on in their field practicum and their 400 level generalist courses. As such, instruction focuses not just on knowledge, but on the application of content and the development of skills, incorporating "real-life" examples into learning. Students continuously apply the knowledge, skills, values, and cognitive/affective processes they have gained in previous semesters. In addition to a two-semester field practicum, senior year strongly integrates material on ethical-decision making and multicultural practice (ADEI; SWK 386 and SWK 486) designed to support the field education experience, as well as intervention coursework (SWK 385 Intervention I and SWK 485 Intervention II) designed to expand and broaden a broad range of social work generalist practice skills.

As will be seen, the EPAS competencies are built into this year-to-year academic generalist program plan, with emphasis on some of the foundational competencies in earlier years (1 - ethics, 2 - human rights, and social, racial, economic, and environmental justice, 3 – ADEI), with all other competencies integrated in the later third- and fourth-year academic plans. Most competencies, though, are also integrated throughout the curriculum, but as noted, at different impact and learning locations for students.

As students matriculate through the curriculum, courses become more complex and increasingly complement one another. How this generalist practice is coherently integrated, where the competencies are developed, rationale for the design, and specific course content and application of knowledge, skills, values, and cognitive/affective processes is presented and explained is why the composition of courses and configuration of courses make coherent sense.

First Year

What

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
ASC 101 Intro to University Life	1		Intro	English 102 College Writing II	3		W/C
Quantitative Literacy	3		M/QL	General Elective*	3		
English 101 College Writing I	3		W/C	PSY 101 Introduction to Psychology**	3		SS
Arts and Humanities Elective**	3		A&H	PSC 111 American Government	3		
SOC 101 Introduction to Sociology**	3		SS	Natural Science	3		NS
Social Diversity Elective (US)	3		DIV-US	Science Lab (that accompanies the course)	1		NS LAB
Semester Total	**16**			*Semester Total*	**16**		

Course Catalog Descriptions

> *PSC 111 American Government* - History and evolution of American political processes, institutions and public policies from the founding period to the present, including importance of federalism, culture, public opinion, parties, interest groups, elections and the media, nature and quality of American democracy, political challenges, dilemmas, and reform.
>
> *SOC 101 Introduction to Sociology* - Introduction to the sociological perspective, forms of social relationships, groups, institutions, and societal organization.
>
> *PSY 101 Introduction to Psychology* - Broad survey course covering topics such as research methodology; biological bases of behavior, perception, motivation and emotion; learning and memory; development; intelligence; personality; mental disturbance; and social influence. Prerequisite to most other psychology courses.
>
> *SWK 150 The Black Experience (*elective course*)* - This course is a comprehensive overview of the contemporary Black experience as viewed from the social work perspective. This perspective assumes that being Black exposes one to differential treatment by social institutions. It also strives to introduce students to effective strategies for use at the individual, family, group, and community levels which seek to offset racism's negative consequences.

Upon admission to the University, students must complete liberal arts/general education requirements which includes courses in English, math, language arts, arts and humanities, natural science, and the social sciences (see above course plan for details). Many of these courses are in the first year to introduce students across different curricular areas, as many first-year students are still exploring their educational major options.

The social work major requires the completion of specific prerequisite liberal arts/general education coursework (including courses in psychology, sociology, and government). These general education and prerequisite courses provide a liberal arts foundation and a foundational education setting for the major. Specifically, this includes American Government (PSC 111), Introduction to Psychology (PSY 101), Introduction to Sociology (SOC 101), and a natural science or human biology course and lab (i.e. Introduction to Human Biology, HB 102; Human

Biology in Health and Disease, HB 106). In addition, numerous elective courses are required of students – arts and humanities, general studies, and social diversity. Many first-year social work major students enroll in SWK 150 (The Black Experience) as their social diversity elective. This course provides an in-depth look from a social work lens of the experience of Black people in the United States, introducing ADEI concepts (EPAS Competency 3) and reviewing anti-racism strategies at the individual, group, family, organization, and community levels.

When

These courses are offered across all three University terms – Fall, Spring, and Summer – as students begin their education after admission which may begin any term. Students, no matter their term of start, follow this first-year plan for their first few semesters after enrollment. You can see the term-by-term plan in the degree map above, showing which courses are taken in the first term, followed by the second term.

Why

These liberal arts/general education courses are integrated with and essential to social work required courses and provide students with an eclectic range of knowledge to inform their social work education. Students draw on this general education courses as an underpinning throughout the social work curriculum. English and mathematics courses provide a strong educational ground to effective critical thinking, writing, and application of needed math skills for the social work major. Natural science coursework provides a knowledge base for understanding human physiology and physical health that complements the study of human behavior in the major's Human Behavior and the Social Environment courses (described below). American Government (PSC 111) provides students with an in-depth understanding of the functioning of government institutions, which is then applied when analyzing social welfare policy and programs in the program's two required social welfare policy courses SWK 201 and SWK 300 (also described below).

Completion of the liberal arts/general education course prerequisites provides a foundation for understanding human behavior, relationships and government structures, and furthermore, exposes students to a range of disciplines and diverse ideas, focused on teaching students to better understand and solve complex problems, necessary in the acquisition of the degree. Additionally, through completion of these prerequisites, students begin to learn and understand the forms and mechanisms of oppression and discrimination and recognize the importance of diversity and difference in shaping the life experiences of people and communities, all of which will be expanded on in future social work courses.

How

As with all liberal arts general education foundations, the first-year course work is designed to cover both a broad curricular area to expose students to new areas of learning, but to also prepare students for their second year of studies. As described above, key required social work major pre-requisite courses (SOC 101, PSY 101, PSC 111) and elective courses (SWK 150) are specifically designed to provide students the groundwork and foundational skills, knowledge,

values, and cognitive/affective processes for later social work major courses. These courses in the first year both complement and build upon one another, for example with the introduction to sociology course providing broad reviews of theories and approaches to understanding human behavior that allows a more in-depth understanding of the experiences of Black people in America around racism and discrimination.

Second Year

What

Fall Semester	Credits	Major	Gen Ed		Spring Semester	Credits	Major	Gen Ed
Arts and Humanities Elective (ALAAME)**	3		A&H		Natural Science	3		NS
Social Diversity Elective (AA)	3		DIV-AA		SWK 201 – Contemporary Social Welfare	3	X	
Foreign Language Requirement (if needed) or Elective	4		UNV		Foreign language requirement (if needed) or Elective	4		UNV
General Elective*	3				General Elective*	3		
SWK 200 - Introduction to Social Work	3	X			General Elective*	1		
Semester Total	**15-16**				*Semester Total*	**13-14**		

Course Catalog Descriptions

> *SWK 200 Introduction to Social Workl:* Introduces students to concepts, settings, and vulnerable populations related to the field of social work. Emphasis placed on purposes, values, ethics, knowledge, and skills that characterize the professional social worker. Provides an overview of theoretical and practical knowledge about the social work profession needed for entry levels of practice in social work.

> *SWK 201 Contemporary Social Welfare -* Surveys the U.S. social welfare system, its purposes, historical development, and present functioning. Examines social welfare in a local, national, and international context, and in relation to broader political, social, and economic system. Addresses how social welfare responds to poverty, racism, sexism, and other institutionalized forms of oppression and injustice. Reviews alternative programs and policies that better meet human needs.

Upon completion of the first year of studies, students take this foundational curricular learning and build upon it across the rest of the liberal arts/general education course work and begin to take a number of required program major courses (SWK 200 Introduction to Social Work and SWK 201 Contemporary Social Welfare) where the EPAS competencies are introduced and start to build the knowledge, skills, values, and cognitive/affective processes needed for generalist practice.

The required liberal arts courses are across arts and humanities, social diversity, natural science, and languages, with other elective courses that can come from a vast array of areas – communications, mathematics, social sciences, English, computer science, biology, business, psychology, literature, fine arts, journalism, and public health, among others. This liberal arts foundation supports social work generalist practice education by providing a broad, interdisciplinary framework that emphasizes critical thinking, ethical reasoning, and an understanding of diverse perspectives. This foundation helps students develop skills such as

problem-solving, effective communication, and cultural awareness, which are essential in addressing the complexities of social work.

More specifically, key areas of support include a holistic understanding of human behavior, (psychology, sociology, and anthropology) which help students grasp human behavior in various contexts; ethical reasoning as it fosters the ability to think ethically, preparing future social workers to make decisions in line with professional ethics, especially in diverse, often challenging environments; critical thinking and analytical skills to evaluate social issues from multiple levels (individual, family, group, organization, and community); and cultural awareness, exposure to history, discrimination, racism,, and related topics.

When

These courses are taken in the Fall, Spring, and for some students the Summer term. You can see the term-by-term plan in the degree map above, showing which courses are taken in the first term, followed by the second term. The two major courses are taken this year, normally with SWK 200 in the first term and SWK 201 taken in the second term.

Why & How

These introductory courses introduce the students to generalist practice competencies and focus on a number of them as is explicated next. These courses also lay the foundation for students to begin to incorporate and learn generalist practice knowledge, skills, values, and cognitive/affective processes as they begin their major program course studies. These beginning learning experiences set the foundation for what Bloom's taxonomy identifies as "scaffolding', building from one level of learning to another from course to course.

SWK 200 and Scaffolding across Courses

In SWK 200 Introduction to Social Work students gain knowledge of the profession, come to understand the foundation of social work practice, and can reflect on the purpose and values of the profession. Students become familiarized with the various roles and functions social workers perform in a variety of settings and are exposed to issues of diversity, social justice, and the NASW Code of Ethics (Competency 1). They learn the history of the profession of social work, and the current laws and regulations affecting the practice of generalist social work practice. Students learn to recognize personal values and the distinction between personal and professional values, as well as how their personal experiences and professional behavior are appropriately related.

This course lays the groundwork for future social work courses. For example, students are introduced to the concept of the relationship between social causes to individual problems, laying the foundation for the policy course sequence (SWK 201 and SWK 300) where students expand their understanding of social problems and conduct a more detailed analysis of social welfare policy issues and advocacy (Competency 2). They also learn to think critically about evolving trends in implementing research-informed and practice-informed interventions (Competency 5) to achieve client and constituency goals, concepts which will be expanded on through the

research course requirements (SWK 304 and SWK 305). Students are encouraged to think critically about the role of social workers as advocates at the individual, family, group, organization, and community levels. Emphasis is placed on the knowledge, skills, values, and cognitive/affective processes that characterize the professional social worker. They develop an understanding of generalist practice which will be expanded upon in future practice and intervention classes (SWK 350, SWK 385, and SWK 485). A systems model and strengths-based perspective are introduced, which are expanded on in these practice and intervention courses.

Furthermore, SWK 201 Contemporary Social Welfare includes the history of the profession, and the role of social workers in securing positive social change across U.S. history. This furthers setting a foundation for understanding policy and social welfare and how it impacts social practice today and is actualized in SWK 300 and later during the student's senior year field practicum efforts.

The application of ethical principles and critical thinking is evident throughout the curriculum and begins in the second year (Competency 1). Again, Bloom's taxonomy provides a framework to develop students' knowledge, values, skills, and cognitive/affective processes for applying ethical principles at all practice levels. In SWK 200, students are introduced to the NASW Code of Ethics and begin to develop an understanding of how to apply the Code to practice settings and scenarios. Students complete a final exam on the Code of Ethics in this course to demonstrate their knowledge. In SWK 201, the policy and advocacy components of the Code are reviewed, to further show students that these ethical principles apply to all generalist social work practice areas and levels (individual, family, group, organization, and community).

The critical role that social workers have in advancing human rights and social, racial, economic and environmental justice (Competency 2) is introduced at the start of the program in SWK 200, as students learn the history of the social work profession, and the ethical obligation social workers hold to participate in social and political action. Through the policy sequence (SWK 201, a prerequisite for SWK 300) students come to develop an awareness of the complexities of denial of human rights and social, racial, economic, and environmental justice. Students learn to engage in policy practice and gain knowledge of tools necessary to be effective advocates to create social change. This is applied through development of fact sheets (SWK 201), advocacy letters (SWK 201), and policy briefs (SWK 300). Specifically, as an example, students in SWK 201 author a letter to a decision maker advocating for an issue related to human rights, or social, racial, economic, or environmental justice.

SWK 201 and Scaffolding across Courses

As reviewed, the first years of the curriculum provide a beginning foundation of knowledge values, skills, and cognitive/affective processes to engage in policy practice. Students gain awareness around issues of social, racial, economic, and environmental justice, discrimination, oppression, and advocacy through the program's policy courses (SWK 201 as a pre-requisite to SWK 300).   Students are encouraged to think critically about how social problems are constructed, and how policy is currently involved in addressing these problems. The roles of government are addressed, including an overview of the legislative process and electoral issues,

building upon the liberal/arts general education curriculum, and specifically PSC 111 American Government. The role of ideology in developing and implementing social welfare policy is also examined in-depth, and students are encouraged to consider their own values and how it may influence their understanding of social issues (Competencies 1 and 5). Social movements as a catalyst for social change are explored, as is the history of social welfare policy. The ongoing impact of oppression of marginalized groups throughout history is discussed. Advocacy, including the ethical responsibility of social workers to engage in policy practice and seek social change, is emphasized. Throughout the course, students are exposed to basic principles of advocacy and can act as an advocate. Students are encouraged to think broadly about social problems, and how government can play a role in addressing these problems. Additionally, students learn that their own actions can have an impact on creating social change. Students can begin to see themselves as advocates and learn strategies to be effective at promoting change beyond direct intervention with individuals, further developed in SWK 300 in the third year. Students are introduced to a policy model, or a systematic way to analyze policy, which includes analysis in the following areas: the economy, the structure of government, ideology, social movements, and history.

Third Year

What

General Elective*	3			General Elective*	3		
General Elective*	3			General Elective*	3		
SWK 300 - Social Welfare Policy II	3	X	WAC	SWK 303 - HBSE II	3	X	WAC
SWK 302 - HBSE I	3	X		SWK 305 - Research Methods II	3	X	M/QL
SWK 304 - Research Methods I	3	X		SWK 350 - Generalist Practice	3	X	SPAC
Semester Total	**15**			*Semester Total*	**15**		

Course Catalog Descriptions

SWK 300 Social Welfare Policy - Examines the policy-making process in social welfare, from policy formulation and development to implementation and impact. Reviews major social welfare policy developments in U.S. history, such as income security, health care and civil rights. Emphasizes conceptual and analytic models for policy development and evaluation in relation to social work's commitment to serving populations at risk and promoting global social and economic justice. Students must participate and process a local governmental meeting.

SWK 302 Human Behavior and the Social Environment I – A comparative analysis of selected theories of human behavior in the social environment through the life cycle for the purpose of understanding criteria for selection, use, and integration of theory and social intervention.

SWK 303 Human Behavior and the Social Environment II – A comparative study of human behavior within the contexts of formal and informal social systems (families, small groups, neighborhoods, organizations) focusing on the relationship between social environment and human behavior. Students compare and contrast theories that impact the functioning of individuals in various categorical groups. They will begin to synthesize these theories as they analyze individual and group situations as they are impacted by the culture of poverty, the impact of social economic status, and the changing patterns in the communities in which they live.

SWK 304 Research Methods I - Introduction to the philosophy and methodology of science; acquaints the student with research techniques, strategies, and resources; develops critical readership ability; promotes consumership of research findings in social-work practice; instructs in the ethical and political considerations which are inherent in research. This course also provides students with skills to develop field research proposals.
SWK 305 Research Methods II - This class aims to expand students' understanding of quantitative and qualitative methodologies, techniques and skills for data collection and management. It also aims to provide students with computer skills for text and data processing, and data processing techniques for descriptive and inferential statistics from research data. This course will expand students' knowledge and skills for social-work practice-related research and evaluation.
SWK 350 Basic Generalist Practice - This course is the first of the Intervention sequence, which prepares social work majors for generalist social work practice. It is designed to develop and enhance the students' knowledge, skills and affective development in forming working relationships necessary for generalist social work practice with individuals, families, small groups, organizations, and communities within a diverse society.

The third year sets the next foundation stage for students to become generalist practice social works, building upon years one and two and continuing competency development along with practice knowledge, skills, values, and cognitive/affective processes.   The general elective courses help student complete or expand studies in the liberal arts and related areas, building and scaffolding the learning from years one and two to year three. As noted earlier, the liberal arts foundation supports social work generalist practice education by providing a broad, interdisciplinary framework that emphasizes critical thinking, ethical reasoning, and an understanding of diverse perspectives and helps students develop skills such as problem-solving, effective communication, and cultural awareness, which are essential in addressing the complexities of social work. Next explained is why the composition of courses and configuration of courses make coherent sense.

When

The third-year courses are offered during all three University terms – Fall, Spring, and Summer, and accommodate students and when they entered the program either in the first year or upon transferring in from another university or community college. There are also general elective courses taken by students, which help to accommodate an interest in another related curricular area or minor in another area (such as anthropology, Black studies, a language, or women/gender studies).

These two terms have the students complete six core program courses before matriculating to the fourth year and field practicum experience: the earlier discussed SWK 300 Social Welfare Policy course, with SWK 201 (and PSC 111) being the policy prerequisites; both Human Behavior and Social Environment courses (SWK 302 and SWK 303 – neither are a pre-requisite for the other, but both are completed in the third year); the research methods and statistics courses (SWK 304 and SWK 305, neither are a pre-requisite for the other, SWK 304 must be completed in the third

year, SWK 305 can be completed in the third or fourth year); and SWK 350 Basic Generalist Practice, required to be taken the term before the fourth year begins.

Why & How

The curriculum's alignment with earlier noted theoretical base – Bloom's pedagogical approach, the bio-psycho-social-spiritual framework, and the "person-in-environment" perspective are all used and interwoven across the third (and fourth) years curriculum. In particular, the PIE framework is expanded from earlier foundational years and applied in the SWK 302 HBSE I and SWK 303 HBSE II courses. This human behavior coursework employs an ecosystems perspective to demonstrate the importance of the relationship between people and their environment. Students consider how development across the life span significantly impacts the functioning of individuals and their relationships and come to understand that people are the products of their environments, biology, and numerous other factors. In the fourth-year intervention and assessment courses (SWK 385, 395, and 485), students apply knowledge, skills, values, and cognitive/affective processes as they learn to conduct and interpret assessments that consider the bio-psycho-social-spiritual factors that affect client systems (individual, family, group, organization, and community). Further, students learn to use this information to engage, assess, intervene, and evaluate practice at multiple levels (Competencies 6, 7, 8, & 9).

SWK 302 HBSE I emphasizes the microsystem, or the individual, and covers classic theories of human behavior, contemporary theories, as well as eclectic theoretical approaches that explain human behavior patterns. The course explores several theories that attempt to answer the question, "What makes people behave as they do?" and seeks to identify and study issues and variables that perpetuate behavior within the context of developmental issues and the human life cycle. This course employs Ecosystems Theory as a conceptual framework for understanding human behavior and the social environment, incorporating key concepts in Systems Theories, and the Ecological Perspective. Using this framework, students explore various theories from a range of disciplines, including social work, psychology, sociology, and biology as students learn to recognize people's involvement with multiple systems in the social environment. By incorporating theories from a range of disciplines, the curriculum builds upon and aligns across the general education curriculum from years one and two.

SWK 303 is the mezzo and macro component of the HBSE required courses. The course includes study of human behavior within the contexts of formal and informal mezzo and macro social systems (families, small groups, neighborhoods, organizations). Students compare theories that impact the functioning of individuals in various categorical groups. This includes analyzing the culture of poverty, the impact of social economic status, and changing community patterns. The theories addressed in this course include an eclectic overview of mezzo and macro approaches to understanding human behavior in the social environment focused on those theories explaining the impact on people and communities and the relevance of such theories to generalist practice. This provides a foundation for learning about ecosystems theory, conflict theory, feminist theory, critical race theory, anti-oppressive social work theory, and the empowerment and strengths perspectives. Theories of empathy and critical consciousness are stressed as to develop students' capacity to understand the nature of the world around them. This eclectic overview provides a framework for a more in-depth exploration of a variety of theories relevant

for generalist social work practice: theories of social justice theories of human rights; theories of microaggression and macroaggression; the theory of intersectionality, and theories of oppression, dehumanization and exploitation. This approach enables students to develop knowledge regarding the relationship between denial of opportunities human rights in achieving social, racial, economic, and environmental justice.

These theoretical concepts relate closely to the policy and advocacy content addressed in the SWK 201 and SWK 300 policy courses. While primarily theory-based, case-based learning is used periodically in the HBSE courses, using social work practice as the context, which will be built on in content from SWK 350, SWK 385, and SWK 485 (described below and in year four) as students come to understand the application of theory to practice at all levels. Case-based learning also allows students to begin considering how these theories may be applied to the field practicum in the fourth year. Additionally, periodically, there are references made to related social policies and social research in the HBSE courses, complementary to the policy and research sequence of courses.

In addition to gaining knowledge of relevant theories and perspectives, and skills in research and policy practice, students gain knowledge, skills, values, and cognitive/affective processes in working directly with and on behalf of individuals, families, groups, organizations, and communities through the social work generalist practice courses, including SWK 350, SWK 385, and SWK 485. SWK 350 is the first of the practice courses and is designed to develop and enhance the students' knowledge, skills, cognitive/affective processes in forming working relationships necessary for generalist social work practice with individuals, families, small groups, organizations, or communities within a diverse society. Students also explore social work values, and how these values are integrated with social work knowledge and skills in practice (Competencies 1, 6, 7, 8, & 9).

Skill development is essential to the course and assignments are designed to enhance student's abilities and capacities to develop generalist skills in engaging, assessing, and intervening at the micro, mezzo and macro levels of practice, to reflect on their own values and how they may impact their practice, as well as gain understanding of the professional use of self to develop engagement skills with individuals, families, groups, organizations, and communities. Prior knowledge students have gained through their general education foundation, including courses in psychology, sociology and other areas of the social sciences help to facilitate this process. Because experiential learning is a vital component, course content includes activities from which students will become conversant about the scope, nature and service populations of an array of social agencies. Role playing is actively used, as is case-based learning to develop students' competence in generalist practice. Each student participates in service-learning interviews of social workers in agencies that provide services to client populations about which they want to become more knowledgeable.

SWK 350 integrates and facilitates knowledge, skills, values, and cognitive/affective development acquired in HBSE courses (SWK 302 and 303), as students begin to learn to apply theory to practice. It also integrates material from the Social Welfare Policy courses (SWK 201 and SWK 300), to heighten the student's awareness of how social, racial, economic, and environmental injustice and diversity create populations at-risk, and their implication for social

work generalist practice. It similarly complements research methods coursework (SWK 304 and 305), with an emphasis on research-informed practice and practice-informed research. Students expand and deepen their generalist skills in year four through two additional interventions courses (SWK 385, Interventions I, and SWK 485, Interventions II). As will be discussed, these fourth-year courses are taken concurrently with the student's field practicum experience (SWK 390 and SWK 490), focused on skill-building in micro, mezzo, and macro practice and expanding on theoretical and ethical considerations addresses in previous coursework. These two practice courses encompass a full range of generalist social work skills for engaging, assessing, intervening and evaluating practice with individuals, families, groups, organizations, and communities, with the pre-field practicum placement foundation laid out in SWK 350.

Students develop sensitivity of and skill sets in working with diverse individuals, families, groups, organizations, and communities throughout the third- (and fourth-) year curriculum (Competency 3). In the SWK 201 and SWK 300 policy courses, students learn to develop strategies that will minimize the impact of privilege and marginalization of vulnerable populations using policy as a tool. Through the HBSE SWK 302/303 courses, students come to better understand the impact of judgmental attitudes/biases on diverse groups. For example, in SWK 303, the nature of cultural diversity and diversity in the cultural values related to multiple factors are discussed, including age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. In the practice courses (including SWK 350, and fourth-year SWK 385 and SWK 485 courses), students discern their own personal values and work to develop the ability and capacity to interact with diverse groups with unconditional positive regard.

Research-informed practice and practice-informed research is integrated throughout the program and is focused on in the SWK 304 Research Methods I and SWK 305 Research Methods II whereby students assess qualitative and quantitative research studies to understand what "evidence-based" means and how it informs practice. In both courses, students develop skills to better understand how research should be a tool for research-informed practice and practice-informed research. In practice courses, students come to learn the importance of evaluating their own practice, and the necessity of relying on best practices when selecting intervention methods. Through the policy courses, students enhance their research skills through their research into social welfare policy issues, used to conduct their own policy analysis; hence, using Bloom's taxonomy of ongoing scaffolding to build the curriculum.

Research practice knowledge and skills are fundamental to the program's curriculum. Students develop an understanding of research-informed practice and practice-informed research through SWK 304 and SWK 305 by looking at concepts in social science research, introduced to students through their general education courses (see prerequisites above, and plan of study) and are expanded upon and linked to social work practice. Students are expected to acquire an understanding of the relationship between social work research and social work practice, or research-informed practice and practice-informed research. By progressing through the two research courses, students develop the knowledge and skills needed to evaluate their practice, at any level – individual, family, group, organization, or community. This builds on learning from previous and/or concurrent courses on human behavior (SWK 302 & SWK 303), policy (SWK

201 and SWK 300, and practice (SWK 350). This sets the scaffolding stage to integrate evaluation and research skills and knowledge during the fourth-year field practicum experiences.

More specifically, SWK 304 introduces students to peer-reviewed research studies, a mock research proposal to develop skills in applying this knowledge including annotated bibliography, and skills in conducting/planning a single subject design. Students learn the basics of exploring social work problem areas, asking and hypothesizing research questions and hypotheses; explore research designs, sampling, measurement, and data collection techniques to answer these questions. Students grow to understand the critical role of research to generalist practice, and to consider ethical dilemmas that may arise in conducting research with human subjects. For SWK 305, students complete a Qualitative Research project by collecting data on individuals in a public, natural setting (non-participant observer role) and take this data set across many variables to descriptive statistics to best summarize and describe the findings and acquire skills and knowledge of this research process. In addition, ongoing applied examinations require knowledge gathering across all course areas, from descriptive analysis, hypothesis testing, and inferential applications. This knowledge and skill development is across individuals and groups, as the qualitative research assignment requires.

In tandem, these research courses include study of critical methods of inquiry and evaluation related to generalist practice and foster an appreciation for the necessity to employ unbiased, valid, and systematic knowledge in practice. Students are expected to develop a critical understanding of how unsubstantiated and biased assumptions may form the basis for misconceptions about the nature and needs of people. Students develop an awareness of personal attitudes and values and become informed consumers of proven practice principles and valid empirical evidence (Competencies 1 & 4).

Student research is fundamental in social work education, as students are encouraged to think critically, inquisitively, and to seek out answers to the questions that arise related to generalist practice. As research with human subjects is also integral to sociology and psychology, there is a connection between research content in the prerequisites in these areas, and the social work research requirements. The combination of these courses allows students to understand the critical role of research in the social sciences, and how research from different fields can inform social work practice. These courses teach skills in accessing library information essential for future coursework. Furthermore, because of these courses, students can consider the role of research during their fourth-year field practicums.

Building upon this third-year curriculum, the last section that integrates and scaffolds are SWK 201 and SWK 300, the policy-focused courses. As SWK 201 introduces students to a model for understanding social welfare policy from year two, in SWK 300 students apply this policy model and engage in critical thinking to develop an in-depth understanding of job training and food assistance programs, health care, income supports, and housing policy as examples of important social welfare policies. This course prerequisites (SWK 201, PSC 111, PSY 101, and SOC 101) assure that students enter the course with a preliminary understanding of government systems, general principles around psychology and theories of human behavior, and an understanding of how societies organize and function.

Throughout SWK 300, students are again exposed to principles of advocacy by engaging in a policy practice assignment. This expands on concepts introduced in SWK 200 and SWK 201 as students are encouraged to think broadly about social problems, and how government can play a role in addressing these problems. Students learn that their own advocacy can have an impact on creating social change, advancing human rights and social, racial, economic, and environmental justice. Students can begin to see themselves as advocates and learn strategies to be effective at promoting change beyond direct intervention with individuals. Students identify and research a chosen social problem in-depth, including the history of the problem and its status and impact on diverse groups. Research includes exploration of past and current policies to address the issue. Students analyze policy initiatives proposed to address the problem. Implicit in the curriculum is the emphasis on critical thinking when examining social problems. Students are encouraged to think about the roots of social problems, and how problems and policies have evolved over time. Additionally, not only do students research opposing views on social issues and strategies to address those issues, but they are encouraged to think critically about possible strengths and drawbacks of interventions and explore their own reactions to these proposals. Students also address disparities related to social problems. Furthermore, these courses require students to participate in library research to gain knowledge around social issues and policy interventions. Through course assignments, students begin to use research skills to better understand social problems, reinforced through the SWK 304 and SWK 305 curriculum.

The policy courses provide a generalist practice framework for understanding social problems and prevention and intervention methods that may occur at the local, state, and federal policy level to address these problems. Students further understand the role of social workers as advocates at the macro level in SWK 350. Students learn about the many ways in which social workers may be involved in advocacy and policy practice, and the importance of engaging in and developing an understanding of public policy. Furthermore, students continue their study of the Code of Ethics (which begins in SWK 200), with specific attention paid to the policy and advocacy related components.

Critical thinking at the micro, mezzo, and macro practice levels is also central to the third-year curriculum. Students are encouraged to think critically, and to analyze information and situations from multiple perspectives, across the program's coursework. This includes self-analysis and critical thinking required to apply theory to case examples, achieved through exercises in the human behavior and intervention courses. Additionally, students think critically and analytically about social problems and public policy, including weighing pros and cons, in writing a policy brief in SWK 300. The research courses emphasis critical thinking in teaching students to be discerning when evaluating social science research, and its application to social work practice.

Fourth Year

What

SWK 385 Interventions I	3	X		SWK 485 Interventions II	3	X	
SWK 386 Ethical Decision Making	3	X		SWK 486 Understanding Multicultural SWK Practice	3	X	
SWK 390 Field Practicum I	6	X		SWK 490 Field Practicum II	6	X	

SWK 395 Fundamentals of Assessment	2	X		SWK 495 Social Work Licensure Exam	2	X	CAP
Apply for Spring graduation prior to Nov 15th							
Semester Total	**14**			*Semester Total*	**14**		

Course Catalog Descriptions

SWK 385 Interventions I - Fundamental and basic professional course that allows students to develop, expand, and utilize knowledge of human development and social structure to initiate a framework for social-work practice; uses generalist model which requires development of skills that can be used in various social contexts. First of a two-semester sequence which encompasses a full range of strategies and skills necessary when working with individuals, families, small groups, organizations and communities. Emphasis on an inquiry model of social-work practice.

SWK 386 Ethical Decision Making - This course examines social work values and ethics, in greater depth than what is addressed in previous course work. Students will learn how human rights principles inform social work ethics and become familiar with the core values of social work's ethical standards. The course challenges students to explore values and ethical issues as they apply to social work theory, research, policy, and practice with individuals, families, groups, organizations, and communities. The course examines ethical decision-making frameworks as students apply principles of critical thinking to case situations based on social work's ethical standards and core values, including challenging social, racial, economic, and environmental justice and working for social change on behalf of oppressed people. Students will assess how the process of ethical decision making may affect professional relationships with clients, co-workers, and with other professionals involved in the case. Through course readings, discussions, and assignments, students will reflect on how their personal experiences and affective reactions may influence their professional judgment and behavior.

SWK 390 Field Practicum I - Students will develop their generalist social work competencies with individuals, families, groups, communities, and organizations in field settings. Upon completion of SWK 390, students must have accumulated a minimum of 210 hours in SWK 390 respectively. Students may complete their field practicum at their place of employment if their employment is directly linked to the social work competency areas. An employment-based field proposal (EBP) must be submitted to the Field Coordinator for approval. Course is graded on a Satisfactory/Unsatisfactory basis. Continuation onto a second field practicum (SWK 490) and completion of the major are contingent on a grade of "S."

SWK 395 Fundamentals of Assessment - This course is taken concurrently with SWK 385 and SWK 490. Students will develop knowledge and skills in assessment for social work practice. Students will become familiar with the symptoms and psychosocial aspects of mental disorders as applied in the Diagnostic and Statistical Manual. Using case studies, students will develop skill in applying knowledge of human behavior to develop culturally responsive assessments. Students will develop an appreciation for the larger practice context in the assessment process and understand the role of other professionals in the collaboration process of assessment.

SWK 485 Interventions II - This course is designed to allow students to study large system theories that demonstrate an understanding of their influence at the federal, state, and local levels that affects the well-being, human rights, justice, and service delivery system of an organization. The student's understanding of organizational, cultural, and leadership dynamics is essential when working with community groups, doing supervision, and administering. Also, as social workers develop grants and budgets to improve the social service delivery system, they must understand human behavior and

person-in-environment to critically evaluate and apply this knowledge to facilitate engagement with clients and constituents, including groups, organizations, and communities.

SWK 486 Understanding Multicultural Social Work Practice- This course focuses on multicultural social work practice with diverse populations, including the intersectionality of multiple factors that affect these diverse groups. Factors of intersectionality may include race, ethnicity, age, class, color, culture, disability and ability, physical and emotional challenges, gender, gender expression, immigration status, marital status, political ideology, religion/spirituality, sex, sexual orientation, tribal sovereignty and status, and socioeconomic status as well as implicit and explicit biases. Students are introduced to the conceptual, theoretical, and empirical knowledge base related to oppression, privilege, and empowerment and social, economic, political, and cultural factors that create the exclusion of individuals. This course will help students understand the nature of social justice and human rights within the framework of social work practice, values, and ethics and address social justice issues within sociopolitical patterns of power and privilege.

SWK 490 Field Practicum II - Students further demonstrate their generalist social work competencies with individuals, families, groups, communities, and organizations in field settings. Upon completion of SWK 490, students must have accumulated a minimum of 420 hours of field education, or 210 hours in SWK 390 and SWK 490, respectively. Students may complete their field practicum at their place of employment if their employment is directly linked to the social work competency areas. An employment-based field proposal (EBP) must be submitted to the Field Coordinator for approval. Course is graded on a Satisfactory/Unsatisfactory basis.

SWK 495 Social Work Licensure Exam - Obtaining the social work license is the first step to becoming a Social Worker. This course is designed to prepare students for the Association of Social Work Board (ASWB) BSW Licensure Examination. The course provides an overview of Ohio's Rules and Laws for licensing, the ASWB examination, test taking strategies, stress reduction techniques, an overview of exam domain content, practice tests and quizzes.

Elective/Certificate Courses

SWK 353 Child Welfare Services I – Available only to University Partnership Child Welfare Program participants. The history of child welfare, family problems as they affect child welfare, and issues and alternatives in child-care services; discussion of settings where services are provided, as well as perspectives concerning child welfare as an area of practice.

SWK 494 Theory and Procedures in Addictions - Explores historical perspective of substance abuse in society; models and theories that describes addiction and the effects of addiction on individuals and families; effects of addiction in individuals; techniques and practices that have positive outcomes in treatment and prevention fields; and professional issues facing the addiction field.

The fourth year completes the programs curriculum teaching students generalist social year practice. Students use the prior foundational training to continue to scaffold their learning from years one to three to develop competent practice knowledge, skills, values, and cognitive/affective processes across individual, family, group, organization, and community levels (micro, mezzo, and macro). Next explained is why the composition of courses and configuration of courses make coherent sense.

When

Year four is across two semesters with the field practicum (SWK 390 Field Practicum I; SWK 490 Field Practicum II) taking place in sequence either Fall/Spring or Spring/Fall. Students who are in field practicum are required to also take the practice sequence courses (SWK 385 with SWK 390; SWK 485 with SWK 490), along with the other courses in the sequence (SWK 386/SWK 395 in the first term; SWK 486/SWK 495 in the second term). The SWK 386 and SWK 486 are not co-requirements with practicum because some students require some flexibility in their schedule or cannot go full-time in the senior year, hence, stretching out the advising plan and matriculation plan. However, SWK 495 Social Work Licensure and Strategies course is required to be taken during the students' final term. The elective SWK 494 Addictions course is available to students during any term, while the SWK 353/SWK 493 Child Welfare Services courses are available only to students in the University Partnership Program (UPP).

Why & How

First Term

SWK 385 creates an environment for students to build on their learning from SWK 350 and continue to develop generalist social work practice skills for work with individuals and families (micro and mezzo practice); as they are concurrently in their SWK 390 Field Practicum I. The course allows students to integrate practice and theory content by teaching students how to apply knowledge of human development and social structure to inform generalist social work practice. Theories addressed include the stages of change model, strengths-based approach to practice, person-centered and cognitive behavioral and other research-informed approaches to effective practice. The course uses Bloom's taxonomy as a pedagogical framework where students first learn to identify and describe relevant concepts for generalist practice, then apply them to practice. Using case examples, students learn to critique potential outcomes in practice scenarios, especially in the context of existing social service delivery systems.

Students complete this course while enrolled in their first semester of field practicum and for many/most students along with the SWK 386 Ethical Decision-Making and SWK 395 Fundamentals of Assessment courses allowing additional integration of knowledge values, skills, and cognitive/affective processes from this course with their field placement (described below and refer to plan of study). Through integrated course discussions across the courses, students are encouraged to reflect on how they can apply the knowledge, skills, and values learned to their field practicum experience. As reviewed earlier, students are required to complete all second-year and third-year courses, with these prerequisites, students can integrate and apply values and ethics, understanding of diversity, theories of human behavior, research methodology, and an introductory understanding of generalist practice to developing competency as an entry-level generalist practitioner, with an emphasis on practice with individuals and families.

An emphasis on research-informed prevention and intervention methods are interwoven throughout the curriculum, most prominently in SWK 350, SWK 385 and SWK 485. In these courses, students are introduced to a range of models for practice with individuals, families,

groups, organizations, and communities. For example, students develop skill in several change-oriented approaches for prevention, and intervention, with individuals, families, and groups in SWK 385. These change-oriented strategies include the task-centered model, crisis intervention model, cognitive restructuring approach, solution-focused brief treatment model, and case management. In terms of research-informed practice, the course discusses content on the empirical evidence and usefulness of each strategy with diverse groups. Through presentations, assignments, and discussion, students develop skills in integrating these change-oriented strategies within a generalist practice framework.

SWK 386 Ethical Decision-making in Social Work builds upon prior curriculum that is interwoven across many courses to help scaffold the learning. This course approaches generalist practice as an expression of values and ethics as it is of knowledge and skills because values and ethics are embodied in practice models and professional behavior. Mindful of the gap that often exists between the map (Code of Ethics) and the territory (practice context), particular attention is given in this course to integrating contextual issues in ethical decision-making. As such, students are prepared for ethically competent practice consistent with a contextual-systems framework and person-environment focus (Competency 1). In doing so, the course is organized across personal ethics, professional ethics, and professional social work ethics. Students explore how to maintain appropriate ethical practice in field practicum and how to recognize, evaluate and address ethical dilemmas in social work practice.

SWK 395 Fundamentals of Assessment provides an opportunity for students to process their learning in theory and methods in the classroom in conjunction with their experiential learning in their SWK 390 Field Practicum I. Here, students develop knowledge, skills, and cognitive/affective processes in assessment for social work practice by becoming familiar with the symptoms and psychosocial aspects of mental disorders as applied in the Diagnostic and Statistical Manual. Using case studies, students develop skill in applying knowledge of human behavior to develop culturally responsive assessments and apply and integrate this knowledge to their field practicum experience. This provides an opportunity for students to integrate from social work classes in conducting assessments, with special attention to utilizing the DSM-5. Students use self-reflection and come to understand how bias, power, privilege, and their own personal values and experiences may affect their client assessments. By examining assessment and diagnosis in mental health, students gain a better understanding of inter-professional practice and inter-professional teams across their field practicum settings.

The purpose of the Practice/Field sequence is to provide students with the opportunity to integrate knowledge, skills, values, and cognitive/affective process with the experiential aspects of their social work education. The co-requisite courses provide guided opportunities for students to share and reflect upon their practice experiences and practice issues which occur during their field practicum, to help build students' generalist practice abilities. It is designed to assist students in making the transition from classroom learning to experiential learning and to make use of the field practicum as a learning experience. Engaging in these course activities provides students with an understanding of the transferable knowledge and skills in generalist social work practice. Students are expected to apply and integrate classroom knowledge and skills in human behavior, social policy, ethics, research, and social work practice with their practicum experiences, applying curriculum from year three across year four.

Second Term

SWK 485, taken in the 2nd term and with SWK 490, Practicum II, focuses specifically on mezzo and macro practice (as SWK 385 focused on micro). The course advances students' knowledge, skills, values, and cognitive/affective processes to engage, assess, intervene, and evaluate practice with groups, communities, and organizations (mezzo and macro). Students develop knowledge and skills in practice roles such as case advocate, agency practitioner, case manager, and professional social worker in the community with both community advocacy groups and organizations. Further, this course seeks to enhance students' understanding of the integral relationship between social welfare policy, social welfare programs, and social workers' interventions to attain a more responsive social environment. In this course, to demonstrate the tasks of mezzo and macro practice, students complete a macro case study/program proposal that requires students to draw on material from previous coursework, including content from their third-year research, policy, and human behavior courses.

SWK 486 Understanding Multicultural Social Work Practice focuses on multicultural and anti-oppressive social work practice with diverse populations, including the intersectionality of multiple factors that affect these diverse groups - including race, ethnicity, age, class, color, culture, disability, gender, gender expression, immigration status, marital status, political ideology, religion/spirituality, sex, sexual orientation, tribal sovereignty and status, and socioeconomic status. Students are introduced to the conceptual, theoretical, and empirical knowledge base related to oppression, privilege, and empowerment and social, economic, political, and cultural factors that create the exclusion and oppression of individuals. This course has students understand the nature of social justice and human rights within the framework of generalist practice, values, and ethics and address social justice issues within sociopolitical patterns of power and privilege. In so doing, this course develops personal cultural awareness and increases students' knowledge, skills, values, and cognitive/affective processes by focusing on complex issues related to disparities within diverse populations, including the concept of intersectionality. In so doing, students complete a cultural self-study assignment and an agency assessment and analysis assignment, with a focus on implicit and explicit bias, as students are in their concurrent field practicum.

SWK 495 Social Work Licensure Exam: Strategies and Stress Reduction Techniques is an integral part of the curriculum, and as noted, is taken by students in their last term of the program. With a focus on licensure preparation to pass the Association of Social Work Board (ASWB) BSW Licensure Examination, the course provides an overview the state rules and laws for licensing, the ASWB examination, test taking strategies, stress reduction techniques, and practice exams and quizzes. The course provides an overview of exam domains of human development, diversity, and behavior in the environment; assessment; interventions with clients and client systems; and professional relationships, values, and ethics (all curriculum areas completed by students in years three and four). By focusing on the knowledge, values, skills, and cognitive/affective processes addressed in the exam domains, students integrate the social work competencies for generalist practice and apply them to case scenarios.

Field Practicum – Pedagogical Foundation and Integration with Curriculum

Field practicums (SWK 390/SWK 490 Field Practicums I and II) are a key component of social work education, designed to integrate theoretical knowledge from coursework with real-world practice into observable student skills, values, and cognitive/affective processes. In so doing, social work students study theories, models, and frameworks, various assessment and intervention skills, and core values and ethics of the profession across the generalist curriculum (interventions, policy, ethics, human behavior) and the field practicum applies this learning to client cases and practice contexts. This linkage between theory and practice solidifies students' understanding of abstract concepts by allowing them to see how they function, integrating the learning.

The generalist curriculum emphasizes reflective learning, as will be seen in the next section when reviewing discussion board reflection and integrative course work. In field practicums students engage in supervision sessions and reflective work with their supervisor (and agency team) to process their client experiences at micro, mezzo, and macro levels, linking these reflections to theoretical and/or ethical discussions from coursework. The feedback from field supervisors complements academic assessments, providing a holistic view of a student's growth and readiness for professional and generalist practice. This reflection promotes self-awareness and growth, helping students develop a stronger connection between the knowledge, skills, values, and cognitive/affective processes they acquire and how they apply it in the field practicum. The field practicum serves as a bridge between pedagogy and generalist practice, preparing students for the complexities of professional social work.

Overall Program Curriculum Design

This program curriculum is designed to enable students to learn, understand, and then integrate an understanding of generalist social work practice that fuses theory and practice knowledge, skills, values, and cognitive/affective processes with individuals, families, groups, organizations, and communities. Students draw upon both a general education perspective and social work courses as they gain skills in conducting assessments, interventions, terminations, and evaluations at the micro, mezzo and macro levels. Students also develop an awareness of the interaction among personal, professional, and societal values and ethics and understand how these interact to shape the quality and effectiveness of the planned change process. Just as important, they demonstrate sensitivity and commitment to vulnerable populations whose well-being and quality-of-life are at risk because of social and economic injustice.

Field Practicum Requirements

Field Education at the BSW level requires 420 hours in field practicum. Students complete two semesters for field, 210 hours each semester in SWK 390- Field Practicum I and SWK 490- Field Practicum II. All students will meet with the Field Coordinator prior to starting field to apply for field practicum and discuss placement opportunities. For additional information on the field practicum process, please see the BSW Field Education Manual.

The student learning contract is designed to bridge the classroom and field practicum experience. As students and their Field Instructors develop the student learning contract, they integrate the knowledge, values, and skills to reflect learning the nine CSWE Competency areas. The student learning contract is broken down into to nine competency areas and is designed for the student to be able to prepare an individualized learning contract which will enable them to demonstrate sufficient knowledge and skills in each competency area.

The School of Social Work uses a web-based system called Exxat for all field practicum tracking, evaluation, and assessment. Exxat access is given to all students in the program as well as their Field Instructors and Faculty Liaisons. Students complete all of their field work assignments in the Exxat system and their Field Instructors have the ability to comment on their work and evaluate them during and at the end of the semester. All field students are also assigned a Faculty Liaison from Cleveland State University that is in the system as well. The Faculty Liaison provides the grade to the student based on their demonstration of the social work competency areas as well as the student's ability to sufficiently engage, assess, and intervene while demonstrating levels of practice (individuals, families, groups, organizations) in their placement and in the Exxat system.

The workflow process students follow in the Exxat system for field practicum is as follows:

Requirements
Week 1 Log
Field Practicum 1 Student Learning Contract
Week 2 Log
Week 3 Log
Week 4 Log
Week 5 Log
Week 6 Log
Week 7 Log
Week 8 Log
Week 9 Log
Week 10 Log
Week 11 Log
Week 12 Log
Week 13 Log
Week 14 Log
Week 15 Log
Student Self-Assessment & Field Instructor Evaluation
Student Acknowledgement of Evaluation and Faculty Liaison Review

Elective Courses and the University Partnership Program

In addition to the core requirements of the curriculum, the program also offers a range of elective courses related to different areas of social work practice. While the offering of the courses may vary, they may include:

- SWK 150, The Black Experience. This course is a comprehensive overview of the contemporary Black experience as viewed from the social work perspective. This perspective assumes that being Black exposes one to differential treatment by social institutions. It also strives to introduce students to effective strategies for use at the individual, family, group, and community levels which seek to offset racism's negative consequences.

- SWK 494, Theories and Procedures in Addiction Studies. This course explores historical perspective of substance abuse in society; models and theories that describes addiction and the effects of addiction on individuals and families; effects of addiction in individuals; techniques and practices that have positive outcomes in treatment and prevention fields; and professional issues facing the addiction field.

The University Partnership Program in Child Welfare

Social work students have the option of participating in the School's University Partnership Program (UPP) in Child Welfare. The program is designed to develop creative child welfare leaders, policy makers, managers and direct service practitioners who are capable of critical thinking and promoting best practices and the highest quality of service to children, families, and communities. The program accomplishes this by providing coordinated, integrated, and high-quality social work education and training with a focus on social work practice in public child welfare settings. The UPP is federal/state grant supported to encourage students to pursue professional child welfare position. Any student enrolled in the undergraduate social work is eligible for participation in this program. Participating students also enroll in child welfare courses (SWK 353 Child Welfare I and SWK 493 Child Welfare II) as part of their elective courses and complete their field practicum at a public child service agency. Following the completion of their degree, the students must obtain employment at any of Ohio's 88 public child welfare agencies and if so, will earn a financial stipend upon hiring.

Criteria for the Social Work Major
(January 2025)

CRITERIA AND PROCEDURES FOR APPLICATION TO AND PROGRESS IN THE SOCIAL WORK MAJOR

Students admitted to Cleveland State University may select Social Work as their major in their initial application to the university.

Students choosing to change their major to social work while enrolled must be in good academic standing (2.0 or better). These students have two mechanisms to declare their major. The first mechanism is for students to contact their College of Health advisors with an intent to declare. They may also use the "Ask a Question" feature in Degree Audit to initiate the declaration or change of major process.

I.   TRANSFER POLICY

Cleveland State University has well defined Articulation and Dual Admissions Agreements with Lakeland County, Lorain County, and Cuyahoga County Community Colleges. Students who have acquired an associates of arts degree from regionally accredited community or junior colleges may qualify for blanket transfer credit of up to 64 semester hours in the social and behavioral sciences courses and general education courses.

1. Transfer credits are accepted for courses taken at a CSWE accredited social work program.
2. A request to substitute a transferred course for a course in the major requires the student to provide a course description and syllabus for the BSW Program Director to review and determine if the material has been already covered. If a determination cannot be made, the course transfer request will be reviewed by the School Curriculum Committee for determination of credits.

II.   MATRICULATION TO THE BSW MAJOR

1. Students must have a 2.0 cumulative grade point average and must not be on academic warning or probation at the time of matriculation.
2. A student may declare their major at any time as long as they are in good standing with Cleveland State University (the University defines "good standing" as a student who has a cumulative gpa of 2.0 or higher)

III.   CREDIT FOR LIFE EXPERIENCE

1. The Program does not grant academic credit for life or work experience.

IV. GRADE APPEALS PROCEDURES

1. A student should first discuss with the class instructor a request to change an assigned grade as soon as possible. Both student and instructor should share viewpoints and to mediate differences of opinion.
2. If not resolved, University policy is as follows:

    Section 3344-21-01 Grade dispute. Once a grade has been submitted to the registrar's office, a faculty member may change it only because of an error in computation or that non-uniform standards have been applied and only with permission of the dean. If an instructor and a student disagree on a grade issued the student may request a meeting with the faculty member and his or her superior whether it be chairperson or dean (this is the Director of the School of Social Work). If the matter is not resolved the issue then follows collegiate procedures and may come before a review committee. Finally, a recommendation is made to the university admissions and standards committee of the faculty senate by the college. The burden is on the student to prove that a computational error has been made or that non-uniform standards have been applied.

V. ACADEMIC AND NONACADEMIC PERFORMANCE STANDARDS

1. Students must maintain an overall cumulative grade point average of at least 2.0.
2. Certain grades must be met in some of the social work major courses:
    a. A grade of C or better in SWK 350 or a D or better in SWK 385, SWK 395, SWK 485, and SWK 495.
    b. SWK 390 and SWK 490 (field practicum) are graded as Satisfactory or Unsatisfactory. If a student receives an Unsatisfactory grade, continuation within the major is reviewed by the BSW Program Coordinator and BSW Field Education Coordinator.
3. Students must demonstrate an ability to function skillfully, effectively, and professionally during their social work field practicum and during their corresponding course work.
4. Students shall confer with their academic advisor prior to registering for classes.
5. Students are encouraged to participate in the social work student organizations – with the NASW Student Organization and the Association of Black Social Workers being the active groups.

VI.   PROBATION POLICY AND PROCEDURES

1. Students may be placed on probationary status for violation of both academic and non-academic performance standards.

2. The Program may grant admission to a student with less than the required cumulative grade point average if the faculty or BSW Program Director believes the student has good potential to graduate and become a licensed social worker.
3. Students may be placed on probationary status for non-academic performance including, but not limited to:
   a. A breach of the NASW Code of Ethics;
   b. A breach of the University Student Handbook;
   c. A breach of a field agency's policies and procedures;
   d. Chemical dependency or use of illegal drugs during one's course of study;
   e. A hostile or resistant attitude toward learning or supervision;
   f. Inappropriate or disruptive behavior towards colleagues, faculty, or staff at the School or field agency.

VII. DISCONTINUANCE FROM THE SCHOOL OF SOCIAL WORK AND MAJOR

Activities that may result in discontinuance include, but are not limited to:

1. Repeated failure to carry out or complete assignments within expected time limits in class or in field;
2. Repeated unexplained tardiness or absence from class or field;
3. Repeated emotional outbursts that are troublesome to others or disruptive to the class or field practicum;
4. Evidence of inability to establish helping relationships in field practicum work;
5. Evidence of inability to respect and/or appreciate persons who are different from themselves and/or lifestyles differing from their own;
6. Evidence of plagiarism (see University policy at: https://www.csuohio.edu/writing-center/plagiarism)
7. Evidence of any abuse of agency records or other confidential information acquired at an agency field practicum.

VIII. PROCEDURES FOR DISCONTINUANCE FROM THE MAJOR

If a student is determined to have committed infractions and activities that warrant a recommendation for discontinuation from the major and the School of Social Work, a referral is made to the Academic Performance Committee. The APC has established procedures for the School in line with University guidelines for this determination

The program uses the institutions termination policy for academic performance misconduct.

Academic Performance Misconduct

The university policy on academic misconduct is section 3344-21-02, link is found here:
https://www.csuohio.edu/sites/default/files/3344-21-02.pdf. Text is the following:

3344-21-02 Policy on academic misconduct.
(A) Policy.

(1) Academic honesty is essential to maintain the integrity of the university as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University academic community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is, therefore, unacceptable, and students shall prepare to accept the appropriate sanctions for any dishonest academic behavior as outlined in this policy on academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors that affect the evaluation of a student's academic performance or record of academic progress. It includes:

(a) "Cheating" - Fraudulent acquisition and/or submission of another's intellectual property. This includes, but is not limited to, the unauthorized giving or receiving of a copy of examination questions, the use of unauthorized or fabricated sources in carrying out assignments and copying the examination answers of others.

(b) "Plagiarism" - Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

(c) "Tampering" - Altering through forgery, fabrication, deletion, and/or misrepresentation one's own or another's academic record. This includes but is not limited to the tampering of graded
material, grade books, or electronic records of graded material and the misrepresentation of degrees awarded, honors received, or sanctions issued.

(2) For the purpose of differentiating the degree of seriousness of acts of academic misconduct and the sanctions that should be imposed, the following definitions apply:

(a) "Minor Infraction" - Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

(b) "Major infraction" - Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on

the student's permanent record that the student has engaged in academic misconduct. See paragraph (B)(2)(b) of this rule.

(3) Any member of the university community can raise allegations of cheating, plagiarism or tampering. However, appropriate action for alleged instances of academic misconduct, as spelled out in the procedures and sanctions sections below, should be conducted by the faculty member of record or the instructor (hereinafter referred to as the "faculty member") or the department chairperson or college dean (hereinafter referred to as the "academic administrator") in accordance with the circumstances. That individual shall inform the student of all allegations and proposed sanctions immediately upon their determination. A resolution may be reached through an informal meeting between the faculty member or academic administrator and the student charged with academic misconduct, with the student satisfied that the allegation was accurate and that the sanction imposed was appropriate. If the student disagrees with the charge made by a faculty member or academic administrator, or with the sanction imposed, the disagreement shall ordinarily be resolved through the normal academic channels of the department chairperson and college dean.

(4) If no resolution is reached at these levels, the student has the right to a hearing and resolution of the matter before the academic misconduct review committee (hereinafter referred to as the "review committee.") See paragraph (D) of this rule.

(B) Procedure.

(1) Initial incident.

(a) At the time of the incident, the faculty member or academic administrator weighs the evidence and determines the appropriate sanction as specified in paragraph (C) of this rule. However, academic suspension or expulsion shall be invoked only by recommendation to and confirmation by the review committee. See paragraphs (C)(2)(b) and (C)(2)(c) of this rule.

(b) If the review committee confirms the recommended suspension or expulsion from the university, this recommendation is forwarded to the president of the university who may decide to support the recommendation or impose an alternate sanction.

(2) If, after discussing the infraction with the student suspected of academic misconduct, a faculty member or academic administrator concludes that misconduct did occur, that individual shall choose an appropriate sanction and inform the student in writing of the decision, the basis for the decision, and the penalty imposed.

(a) If the misconduct is course-related, a copy of this letter shall be sent to the chairperson of the department in which the course is offered. If the infraction is not

course related, the letter shall be sent to the chairperson of the student's major department.

(b) For major infractions, the chairperson of the department shall confirm, in a mailed correspondence to the student, the infraction and sanction. A copy of this letter shall also be sent to the college dean and to the university registrar. The registrar shall make an entry on the student's permanent record that the student has been disciplined for academic misconduct. This notation shall remain on the permanent record for a period of three years from the date of entry or until the student's graduation, whichever comes earlier. Thereafter, the entry is to be removed from the student's permanent record, from any existing copies thereof, and from all student files in which the notation may have been placed, provided that the student has not been found guilty of a second instance of academic misconduct.

(3) If, after meeting with the faculty member, the student feels that she or he is innocent of the charge or is being unreasonably penalized, the first redress is to the chairperson of the department in which the course is offered (for course-related misconduct) or to the chairperson of the student's major department (for misconduct that is not course related). The faculty member shall coordinate a meeting between him/herself, the student, and the chairperson. The matter may be resolved at this level through informal discussion, with both faculty member and student presenting their cases.

(a) If the chairperson concurs with the student by determining that no violation has occurred, and the faculty member is in agreement, the notation placed in the permanent record shall be removed and destroyed.

(b) If the chairperson concurs with the faculty member by determining that an infraction has occurred, and the student is in agreement, the chairperson may impose the recommended sanction. The chairperson shall inform the student in a mailed correspondence of this decision. For a course-related infraction, a copy of the letter is also sent to the instructor of the course. In the case of a major infraction, a copy of the letter is also sent to the college dean and to the university registrar, who shall make an entry on the student's permanent record as described in paragraph (B)(2)(b) of this rule.

(4) If, after meeting with the chairperson, the student feels that she or he is innocent of the charge or is being unreasonably penalized, or the faculty member is not in agreement with the chairperson's decision, the issue shall be submitted in writing by the chairperson to the dean of the college in which the course is offered. If the charge of academic misconduct does not involve a course, the issue shall be submitted in writing to the dean of the college in which the student is admitted. The dean shall hear both the instructor and the student. The matter may be resolved at this level

through informal discussion with both faculty member and student presenting their cases.

(a) If the dean concurs with the student by determining that no violation has occurred, and the faculty member is in agreement, the notation placed in the file shall be removed and destroyed.

(b) If the dean concurs with the faculty member by determining that an infraction has occurred, and the student is in agreement, the dean may impose the recommended sanction. The dean shall inform the student in a mailed correspondence of this decision. A copy of the letter is also sent to the instructor of the course and the department chairperson. In the case of a major infraction, a copy of the letter is also sent to the university registrar, who shall make an entry on the student's permanent record as described in paragraph (B)(2)(b) of this rule.

(5) If after such prior proceedings, the student or faculty member is dissatisfied with the findings, the sanction, or the nature of the notation in the student's file, the student or faculty member may, within twenty days of the student being informed, in writing, of the college dean's decision, petition the review committee for a hearing. Neither the finding of misconduct nor the sanction previously suggested or imposed shall in any way limit the options available to the review committee, and the hearing shall be in the nature of a de novo proceeding. The burden of submitting all relevant evidence to the review committee is on the student, faculty member, or academic administrator petitioning for review. The review committee shall not gather evidence to investigate the charge independently.

(a) If the review committee determines that no violation occurred, the notation placed in the file shall be removed and destroyed.

(b) If the review committee finds that a violation has occurred, it shall impose the appropriate sanction as specified in paragraph (C) of this rule.

(6) These rules shall not be applicable to professional schools at the graduate level, which have adopted misconduct codes of their own which are consistent with high academic principles and the standards of their professions or their accreditation organizations.

(C) Sanctions.

The sanction options listed in this section and the basis for invoking these sanctions are guidelines for the faculty member and academic administrators, designed to achieve uniformity

throughout the university in dealing with academic misconduct. Options within infraction classifications are not mutually exclusive and may be employed in combination.

(1) Minor infractions

(a) "Reprimand" - A written statement of the student's violation of a university regulation placed in the student's disciplinary file within the major department and college.

(b) ""F" Grade on assignment" - "F" grade on an individual assignment or project in which an incidence of academic misconduct occurred.

(2) Major infractions

(a) ""F" Grade in the course" - "F" grade in the course in which an incidence of academic misconduct occurred. The "F" grade is not open to the grade dispute process, having been reviewed by the department chairperson and made available for assessment by the review committee. A course in which an "F" is issued due to academic misconduct is not open to late withdrawal through college or university petition, having been reviewed by the college dean and having had the potential to be reviewed by the review committee.

(b) "Recommendation of suspension" - Recommendation to the president for separation of the student from the university for a period of no less than one semester and not to exceed three (including summer semester). A student shall be suspended from the university only by review committee recommendation after consultation with the college in which the student is enrolled and with the support of the president. The president shall respond to the recommendation of the review committee within five working days of notification of the sanction. A second suspension may result in dismissal from the university, upon recommendation by the review committee.

(c) "Recommendation of expulsion" - Recommendation to the president for a permanent separation from the university, without readmission to the institution. A student shall be expelled only by review committee recommendation after consultation with the college in which the student is enrolled and with the support of the president. The president shall respond to the recommendation of the review committee within five working days of notification of the sanction.

(D) Academic misconduct review committee.

The review committee is a standing committee of two faculty members elected at large by the faculty, drawn from the entire university faculty, one student member of the university judiciary, elected by the members of that body, and the judicial affairs

officer, as a non-voting, ex-officio member. The jurisdiction of the review committee is limited to academic misconduct grievances between a student and faculty member or academic administrator. In any matter brought before it the review committee, with due notice, shall hear the matter. The student charged shall have the right to be present, with or without counsel, and to examine all evidence and witnesses. The hearing shall be closed to the public unless the student specifically requests in writing that it should be open. The judicial affairs officer shall serve as the repository of the records of this committee.

Policy Name: Policy on Academic Misconduct
Policy Number: 3344-21-02
Approved: 10/2/2014
Effective: 10/12/2014 **Prior effective dates**: 11/04/1977

ACADEMIC AND PROFESSIONAL PERFORMANCE COMMITTEE (APC) POLICY AND PROCESS

The Academic and Professional Performance Committee (APC) is a standing committee housed in the School of Social Work composed of the BSW Program Director, MSW Program Director, Field Education Director, and ex-officio (when needed) is the School Director. This committee serves as the Graduate Program Committee.

The APC will:

- Assess academic and professional behavior of students in accordance with the NASW Code of Ethics, the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) Standards for Professional Behavior indicated in the student program and field handbooks, the Student Code of Conduct, and the College of Graduate Studies policies.
- Review petitions, including those for readmission, waivers, transfer credit, incomplete extensions, and transient status.
- Evaluate students for continuance or termination from the social work program
  All APC activities will be performed in accordance with College of Graduate Studies and University policies, and will, depending on the case, make recommendations to the Director of the School of Social Work, College of Graduate Studies, or other University office, as appropriate, regarding disposition or termination.

General Procedure
1. A referral is made to the APC outlining a concerning breach of professional, behavioral, and/or academic standard(s). Referrals can be made directly to the chair of the APC or the Program Director. Referrals can be made by advisors, professors, instructors, lecturers, field Directors, program staff, College of

Graduate Studies, or Program Directors. Automatic referrals are made in the cases of an unsatisfactory grade (U) in field for any reason, disrupted field practicum placement, dismissal from field, and plagiarism.

2. Once a referral is made, either the chair of the APC or the appropriate Program Director notifies the student and committee members of the need for a review.

3. During the contracted semester, an attempt will be made for the APC to host a review within ten working days, not including winter or summer break.

4. When indicated, the referred student will be invited to either submit a written summary representing his or her perspective or attend a regularly scheduled APC meeting. In situations where safety may be a concern, the student will not be permitted to attend the meeting. Referred students who attend the meeting will be permitted to invite a CSU advisor or social work faculty member.

5. The APC will then reconvene to discuss and evaluate the alleged infraction. The committee will consider the nature of the infraction, the extent to which the infraction violated policy, the reason for the infraction, previous and concurrent infractions (including number and duration), extenuating circumstances, and evidence gathered to support the veracity and severity of the alleged infraction as well as the potential impact on others including students, professors, field placement agencies, clients, and the integrity of the program.

6. Dispositions may include but are not limited to:
    a. Provide support and/or education: Level 0
    b. Formal written warning: Level 1
    c. Conditional probationary continuance: Level 2
    d. Temporary dismissal from the program: Level 3
    e. Permanent dismissal from the program: Level 4

    Additional dispositions across all levels may include: repeating a course, seeking additional advisement, additional professional development, submission of all written work to a plagiarism detection program for a period, and other dispositions as recommended by the APC.

7. On behalf of the APC, the chair of the APC will make a recommendation regarding the disposition of the student and will inform the Director of the School of Social Work of its decision, outlining the concern citing the specific infraction of the NASW Code of Ethics, the Social Work Education Educational Policy and Accreditation Standards (EPAS) Professional Performance Standards indicated in the MSW, BSW or Field Handbooks, or violation of the CSU Code of Conduct when indicated. Depending on the circumstances and Graduate School regulations, the College of Graduate Studies or CSU's Office of Judicial Affairs may take the lead role in determining the process and disposition regarding the alleged infraction.

8. If the case does not need to be decided at the College or University levels, and the APC has recommended dismissal, the Director of the School of Social Work, in consultation with the Program Director, will make a final decision regarding the disposition. In such a case, either the chair of the APC or the appropriate Program

Director will compose and send a letter to the referred student and copy the
Director of the School of Social Work.

Academic & Professional Advising

Academic Advising

Each student is assigned an academic adviser from the College of Health Advising Office. Academic advisers stay with each student during the program studies from day one through to graduation and provide all needed information on plans of study, academic schedules, course permissions, all related University rules. The BSW Program Director provides additional academic support around program rules, plans of study issues, or other related concerns that may arise during a student's matriculation.

Professional Advising

Professional advising is provided by the program faculty members and professional staff. Faculty members have diverse professional and personal backgrounds with which to provide students professional advising. In addition, the Field Education Department professionals – directors, coordinators, and faculty liaisons – and agency supervisors provide a multitude of professional support and advising during the program of study and as students work through their course of study and prepare to graduate and become licensed social workers. Each of these professionals (faculty, staff, and supervisors) help students both formally and informally prepare for post-graduation practice and entry into the profession. Through these professional advisory supports, students can and are expected to demonstrate professional across the program – in classrooms, student organizations, and program and university activities, among others. Students can reach out to their professional advisors at any time, either formally or informally; as well as vice versa, with faculty and staff initiating this advisement.

Student Activities & Organizations

National Association of Social Workers

The National Association of Social Workers (NASW) Student Organization represents the National NASW organization for undergraduate and graduate students in the School of Social Work. As a self-directed student organization, activities and volunteer time are determined by the students each academic year, but include things like Advocacy Day in Columbus, state-level conference organization, and campus-based advocacy. Dr. Kimberly Fuller is the current faculty adviser.

National Association of Black Social Workers

Mission Statement
The mission of the National Association of Black Social Workers is to enhance the quality of life and empower people of African Ancestry through advocacy, human services, and research.

The Vision Statement
The vision of the organization is guided by the principles of Nguzo Saba and Ma'at. The principles of Nguzo Saba are unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith. The principles of Ma'at are truth, justice, right, order, reciprocity, balance and harmony. Following these principles assists members with creating a world free of racial domination, economic exploitation, and cultural oppression for people who are members of African Ancestry.

Cleveland State University is pleased to have a nationally recognized student chapter of the National Association of Black Social Workers. Student members hold the offices of president, vice-president, treasurer, and secretary. The students participate in bi-monthly chapter meetings. In carrying out the vision and mission of our national chapter, the student chapter of NABSW is aimed at enhancing the quality of life for students in their academic achievements and their pre-professional experiences by reaching out to the community and providing support whenever they can.

Phi Alpha Social Work Honor Society

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. An undergraduate student is eligible for membership after achieving the following requirements: declared social work as a major; achieved sophomore status; achieved an overall grade point average of 3.0 (on a 4.0 scale); achieved a 3.5 grade point average in required social work courses. A graduate student is eligible for membership after achieving the

following requirements: completed nine hours of course work; achieved a 3.5 grade point average. Dr. Mamadou Seck is the faculty adviser for Phi Alpha.

Social Work Profession

NASW Code of Ethics
Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

The entire NASW Code of Ethics, including the Purpose of the NASW Code of Ethics, Ethical Principles, and Ethical Standards can be viewed online here:
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

State Social Work Licensure

The State of Ohio, along with forty-eight other states, the District of Columbia, and several U.S. territories, provide licensure for social work practice. The State of Ohio instituted social work licensure in 1986. After you receive the social work degree from a program accredited by the Council on Social Work Education, you will need to take an examination administered by the American Association of State Social Work Boards. You need a score of 70% to pass this examination. It covers Human Behavior, Social Policy, Social Research and Social Work Practice. Once you pass this examination, even if you relocate to another state, the licensure is transferable. Please do not sell your social work textbooks until you pass the examination. This exam needs a lot of preparation.

For more information about the licensure exam, please visit the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board's website for more information: https://cswmft.ohio.gov/get-licensed/social-workers/lsw+license+instructions

Council on Social Work Education (CSWE)

The Council on Social Work Education (CSWE) is the national accrediting body for all social work education. Along with the National Association of Social Workers (NASW), CSWE have played vital roles in defining the purpose and objectives of the social work profession and in refining the appropriateness of professional activities at various levels of practice. CSWE accredits the baccalaureate and graduate level social work programs in this country and assures the student exposure to a quality professional educational experience.

The Council conducts its accrediting responsibilities through a semi-autonomous body of Commission recognized by the United States Department of Education and the Council on Post Secondary Accreditation. It is also the responsibility of the Council to notify the Secretary of the United States Department of Education within thirty days of any final decision to withdraw accreditation or candidacy status, or to place an accredited program on conditional accredited status.

New programs working toward accreditation are required to qualify for candidacy. Candidacy, a pre-accreditation status, attests to the public and to the prospective students that the social work program has given evidence of sound planning and of having resources to implement its plans, and has indicated its intent to work toward accreditation, and appears to have the potential to attain its goals. Subsequent to the candidacy status, a program of social work is eligible to apply for initial accreditation after it has graduated students or it will graduate students within the academic year in which the program presented was implemented fully.

CSWE promotes high quality social work education through accreditation of programs (after initial accreditation, all the programs must be reaccredited every seven years); annual conferences for social work faculty and practitioners, professional development activities, task force work on educational programming, and the publication of several journals are also promoted. Also, an accredited social work baccalaureate degree often affords advanced standing in a master's degree program, a recognition that the professional foundation core of practice, policy, human behavior, and research is completed at the undergraduate level.

As a student member on the Council on Social Work Education, you will receive information on all activities of the CSWE such as conferences, workshops, research, special projects and free subscription to the Journal of Social Work Education.

For information about the Council on Social Work Education including the national accredited program list and an application for student membership, write to:

<div align="center">

Council on Social Work Education
1600 Duke Street
Alexandria, Virginia 22314-3421
Telephone: (703) 683-8080

</div>

About CSU

Student Conduct Code

In order to carry out its mission, the University community shall promulgate and enforce appropriate rules, regulations and policies and take action when violations of such rules, regulations and policies occur.

Students voluntarily enter into membership in the University community and, in so doing, assume obligations of performance and behavior reasonably expected by that community for the purpose of furthering its mission, objectives, processes and functions.

STUDENTS ACCEPT THE RIGHTS AND OBLIGATIONS SET FORTH IN THIS CODE AND OTHER UNIVERSITY RULES, REGULATIONS, AND POLICIES WHEN THEY ARE ADMITTED TO THE UNIVERSITY. STUDENTS ARE ALSO SUBJECT TO THE LAWS OF THE STATE OF OHIO AND THE REGULATIONS, CODES OF HONOR AND CONDUCT AND ACADEMIC STANDARDS OF ANY UNIT WITHIN THE UNIVERSITY TO WHICH THE STUDENT BELONGS.

The President of the University shall have the final responsibility and authority for the discipline of all students at the University. The President may delegate responsibility and authority to appropriately designated University officials. Duly constituted student judicial bodies and appellate bodies (as defined in the Student Conduct Code) are authorized to conduct student or student organization disciplinary hearings and appeals and to impose University disciplinary action as set forth in this Code. Disciplinary action may be taken on the basis of University rules, regulations, policies and procedures and may include counseling, admonition, sanctions or separation from the University community.

The Student Conduct Code can be found online here: https://www.csuohio.edu/policy-register/student-code-conduct

Office of Disability & Testing Services

Cleveland State University (CSU) is committed to providing an equal opportunity to all persons. The Office of Disability & Testing Services is designed to address the personal and academic issues of students and other persons with disabilities who participate in university programs and activities. A wide range of services is offered. Students receive such assistance until they graduate. The Cleveland State campus is largely accessible, and many of our renovated areas are barrier free.

More information can be found on their website here:
https://www.csuohio.edu/disability/disability

Affirmative Action, Equal Access, Equal Opportunity and Non-Discrimination/Harassment Policy Statement

Cleveland State University and the School of Social Work are committed to building an inclusive community that recognizes every person's inherent worth and dignity; fosters tolerance, sensitivity, and mutual respect among its members; and encourages each individual to strive to reach potential. To this end, the university and the School of Social Work embrace human diversity and are committed to equal access, equal opportunity, affirmative action, and eliminating discrimination. Please follow this link to view CSU's full affirmative action, equal access, equal opportunity, and non-discrimination/harassment policy statement https://www.csuohio.edu/policy-register/discrimination-policies

 Any questions of interpretation regarding this rule shall be referred to the office for Institutional

Equity. https://www.csuohio.edu/institutional-equity/institutional-equity

The Office for Institutional Equity is primarily responsible for the investigation and resolution of all complaints of unlawful discrimination, including complaints of sexual, racial and any other types of unlawful harassment. The OIE aims to achieve a fair and prompt resolution of discrimination complaints and take appropriate action when necessary.

CSU's DISCRIMINATION/HARASSMENT POLICY

The University is committed to addressing allegations, suspected discrimination and/or harassment under applicable law and policies. The Office for Institutional Equity is ultimately responsible for appropriately investigating all complaints of discrimination and/or harassment. The full discrimination/harassment policy can be found here:
https://www.csuohio.edu/sites/default/files/3344-2-03%20COR.pdf

Sex Discrimination

Title IX of the Education Amendments of 1972 prohibits sex discrimination in federally funded education programs and activities. The law states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Cleveland State University is committed to providing an environment free from discrimination on the basis of sex. Resources are available for students and employees to address concerns pertaining to sex discrimination, including sexual misconduct.
The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at
www.ed.gov/about/offices/list/ocr/index.html

Office of Institutional Equity (OIE) Procedure for Addressing Complaints of Discrimination and/or Harassment

 The University is committed to addressing allegations and suspected discrimination and/or harassment in accordance with applicable law and policies. The Office for Institutional Equity is responsible for appropriately investigating all complaints of discrimination and/or harassment pursuant to the University's Discrimination/harassment policy. Any employee, student, campus visitor, or person participating in a university activity, whether on or off-campus, who believes he or she has experienced or witnessed discrimination and/or harassment is encouraged to report the incident(s) promptly.

The full procedure is available here
https://www.csuohio.edu/sites/default/files/OIE.Procedures.FINAL_.1-19-16_1.pdf

Student Resources: Technology & Tutoring

Technology

The University provides extensive training for computer and software usage, Blackboard use, and all related student needs around course and classroom technology.

The University Blackboard web page has links to tutoring for students on Blackboard

https://www.csuohio.edu/center-for-elearning/blackboard-login

The Help Desk, the One Stop Student Resource Center, accessed in person by phone, or email, can also point you in the right direction.

https://www.csuohio.edu/ist-help-desk/help-desk

Campus Location
Main Classroom Building 116
allin1@csuohio.edu
Phone: 216.687.5411

The University has also recently launched Tech Stop, a technology service for students.

www.csuohio.edu/services-for-students/tech-stop

Exxat assistance and support can be found at the Exxat website. Once you log into your Exxat account, click the "Help" menu in the upper right-hand corner of the web page. Most questions can be answered by your instructor, and/or by reviewing the FAQs on the Exxat Help website.

Additional Exxat assistance:

1-800-311-5656
support@watermarkinsights.com

Tutoring

Following is the link to the Student and Academic Success Center, where group tutoring is available, and where tutors work with students to develop a personal development plan.

https://www.csuohio.edu/tutoring/tutoring-1

Students can access this tutoring resource through Starfish. Starfish is the academic advising portal that is directly linked to your Campusnet and to all your Blackboard course shells. Go to

Starfish to schedule an appointment with your academic advisor, and for tutoring. Additional information about Starfish for students can be found at the following link:

https://campusnet.csuohio.edu/index.jsp

https://www.csuohio.edu/successprograms/starfish-student

In summary, CSU offers a wide range of support for technology and academic tutoring for students to support student success.

For additional questions, do not hesitate to contact the School of Social Work. We will be happy to link you to these and other resources.