

**Social Work**

**BSW Student Manual**

**2007-2010**

**Utah State University**

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September 2007

Dear Social Work students:

On behalf of the Department of Sociology, Social Work and Anthropology, I am very pleased to welcome you into our Social Work program!

As you will quickly discover, all of the Social Work faculty are highly effective and dedicated teachers and scholars. They also share a deep commitment to insuring that you will have an outstanding educational experience at USU, and that you will leave our program well-prepared for a successful career in the Social Work profession.

As one of a limited number of students accepted each year into the Social Work major, you are part of an exclusive group. You and your fellow students will have unique opportunities to work closely with individual faculty members. In addition, Social Work students get to know one another and work together in ways that are seldom possible in majors that enroll larger numbers of students. Upon graduation, you can anticipate ample professional employment opportunities, and you will have a chance to engage in a rewarding career helping others whose circumstances are less fortunate.

We look forward to getting to know you, and to your active involvement in the Social Work program!

Sincerely,

Richard S. Krannich, PhD  
Professor of Sociology and Department Head





## Advising in the Social Work Program

Students are encouraged to receive advising at the beginning of each fall semester.

- **Peer Advising**

Students with questions about the social work major are encouraged to meet with a peer advisor. Peer advisors are students in their junior and senior years who are trained in undergraduate requirements for students of social work. They assist students in developing graduation plans, in answering questions about specific courses to be taken in which semester, and in connecting them to available resources on campus. Because the courses in the Social Work Program are sequential, peer advisors understand the importance of helping students keep on track for graduation. Students are encouraged to meet with a peer advisor prior to applying for advanced standing and as often as needed. Peer advisors have office hours in the social work office. No appointment is necessary.

*Transfer Students:* All transfer students receive a hold on their registration until they meet with an advisor in their major to discuss university requirements. In the Social Work Program, transfer students will not have the hold removed until they have spoken with a peer advisor. The student should make sure that the peer advisor knows there is a hold on their account. The hold will be removed the day the student meets with a peer advisor. If it is inconvenient to meet in person for the transfer student, he or she may call the social work office and schedule an appointment to talk to a peer advisor over the phone.

To contact a Peer Advisor, please call the Social Work office at 797-1286 or email them at:

<b>Amber Bown</b>	<a href="mailto:ambown@gmail.com">ambown@gmail.com</a>
<b>Liz Geldmacher</b>	<a href="mailto:liz.geldmacher@aggiemail.usu.edu">liz.geldmacher@aggiemail.usu.edu</a>
<b>April Ryce</b>	<a href="mailto:rycester@gmail.com">rycester@gmail.com</a>

- **Faculty Advising**

Every student has an assigned faculty advisor. The faculty advisor is there to discuss any concerns students may have about their coursework or about the program. Students may also meet with their faculty advisor to discuss graduate school or post graduation job opportunities. Students who wish to meet with advisors may meet with them during their office hours or schedule an appointment. Faculty advisors are assigned by the student's last name as follows:

<b>A-F</b>	<b>Dr. M. Diane Calloway-Graham</b>	<a href="mailto:marcia.calloway-graham@usu.edu">marcia.calloway-graham@usu.edu</a>
<b>G-L</b>	<b>Dr. Susan Dawson</b>	<a href="mailto:susan.dawson@usu.edu">susan.dawson@usu.edu</a>
<b>M-R</b>	<b>Prof. Shannon Browne</b>	<a href="mailto:shannon.browne@usu.edu">shannon.browne@usu.edu</a>
<b>S-Z</b>	<b>Dr. Terry Peak</b>	<a href="mailto:terry.peak@usu.edu">terry.peak@usu.edu</a>

- **Academic Advising**

The Social Work Program is part of the Sociology, Social Work and Anthropology (SSWA) Department in the college of Humanities Arts and Social Sciences (HASS). HASS advisors may assist students with their general education requirements. Students are encouraged to first meet with a peer advisor in the Social Work Program. If they are still unclear about graduation requirements, they may meet with a HASS advisor in the HASS advising center. The HASS advising center is located in the Taggart Student Center, room 302. Students may schedule an appointment by calling 797-3883.

## **Financial Aid**

The University's Financial Aid Office is the primary source for financial aid information. The Financial Aid Office is located on the first floor of the Taggart Student Center. Students may be eligible for guaranteed student loans, state public education grants, university grants and/or work study funds. In order to find out if students are eligible, they must complete a financial aid application form, called the FAFSA. This form can be accessed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students may use the computers in the financial aid office if necessary. Contact the financial aid office for deadline information or questions regarding the FAFSA.

**Financial Aid Office**, 797-0173 or [www.usu.edu/finaid/](http://www.usu.edu/finaid/)

**Office hours:** Mon: 9:00 a.m. - 5:00 p.m., Tues - Fri: 8:00 a.m. - 5:00 p.m.

- **Social Work Scholarships**

Scholarships are available for social work majors once they are admitted to advanced standing. Students apply spring semester of their junior year. Applications are typically due mid-March. The scholarships are awarded near the end of spring semester and will be applied the following fall of their senior year.

*Evelyn Hodges and Theodore R.E. Lewis Scholarship*

- Social work GPA and University overall GPA of 3.0
- Shows promise for success in the Social Work Program

*Frances Handwerker Memorial Scholarship*

- This scholarship was established by her daughter, Terry Peak, and is awarded on the basis of a combination of merit, need, and topical interest (aging/women's studies)

*LuAnn M. Hamilton Memorial Scholarship*

- Requirements are scholarship, initiative, character and professional promise

*Social Work Trust Scholarship*

- Awarded to a female
- Based on financial need

- **The College of Humanities Arts and Social Sciences Scholarships**  
Some scholarships are awarded through HASS. Information concerning HASS scholarships can be found at [www.hass.usu.edu](http://www.hass.usu.edu) under the students tab.
- **University Scholarships**  
Information concerning scholarships provided by the university can be found at: [www.usu.edu/admissions/scholarships/](http://www.usu.edu/admissions/scholarships/)

## **Student Organizations**

### **National Association of Social Workers (NASW)**

Students are strongly encouraged to become a member of NASW. NASW is the largest social work organization in the U.S. According to the NASW, its primary purposes include "promoting the professional development of its members, establishing and maintaining professional standards of practice, advancing sound social policies, and providing services that protect its members and enhance their professional status." Being a member of NASW opens many opportunities. Some benefits of NASW membership include:

- *Government Relations.* NASW works to eliminate harmful legislation that limit social work's ability to help others. They also work to protect social work jobs and educate legislators about the importance of the social work profession.
- *Networking Opportunities.* NASW activities provide an excellent way for social workers to share ideas and information with colleagues. Members can also meet with potential employers and agency representatives at conferences and workshops.
- *Job Opportunities.* Members have access to local and national job bank information. Student members can call the Utah Chapter and NASW will help them look for jobs and inform them of typical salaries.
- *Continuing Education.* Members are welcome to attend monthly branch luncheon meetings.
- *Malpractice Insurance.* NASW offers malpractice insurance that is affordable and comprehensive.
- *Professional Support.* An NASW representative is available for free consultation on ethical and professional concerns.
- *Publications.* Local and national newsletters link members with job opportunities, information on private practice, professional support and continuing education opportunities. Members can also receive Social Work, a journal that connects them to the latest research in the profession.
- *Discount Programs.* NASW affinity credit cards, member discounts on rental cars, and other financial services.

- *Credentialing.* Members can enhance their skills and strengthen their resumes by earning professional credentials.

Every spring semester the Utah chapter recruits new members at Utah State University. For information, see the NASW website at [www.socialworkers.org](http://www.socialworkers.org) or the Utah NASW website at [www.utnasw.org](http://www.utnasw.org). The NASW maintains a Code of Ethics for the social work profession.

### **NASW of Utah State University**

Students are welcome to participate in the USU chapter of NASW. Utah State's NASW is run by social work students who are dedicated to serving in the community. Membership fees are \$7 a person per year. USU NASW paints the sidewalk every year during Homecoming week, plans a holiday party, organizes a Thanksgiving drive for needy families in the community and much more.

USU NASW students may choose to be a part of the publicity, service, brown bag, or social committees. This is a great way to get involved in the Social Work Program. NASW also provides leadership opportunities for students by allowing students to become representatives for their class or serve on committees. A president, vice president and secretary are selected based on experience with USU NASW each year. For more information, please talk with Dr. Calloway-Graham or Professor Browne.

### **Phi Alpha Honor Society**

The Phi Alpha Honor Society is a national honor society for social work students. The purpose of the organization is to 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. Students may apply during the fall semester of their junior year. Membership requirements are: Advanced Standing status, overall 3.0 GPA and 3.25 Social Work GPA. Members commit to 40 hours of community service by the end of their senior year (not including their practicum) and pay a lifetime membership fee of \$20 to the national office. Students can gain leadership experience by being the president and class chairs. For more information, please talk with Dr. Peak.

## **Academic Standing and Dismissal**

### **Good Standing**

An undergraduate student is considered to be in good standing when his or her USU cumulative GPA is 2.0 or higher. If the student has less than a 2.0, he or she is placed on academic warning or probation. A freshman with less than a 2.0 will be placed on academic warning. Sophomores, juniors and seniors with a 2.0 or less are placed on academic probation.

### **Academic Warning**

The student placed on Academic Warning remains on warning status until his or her semester GPA is 2.0 or higher and until his or her USU cumulative GPA rises or exceeds a 2.0.

### **Academic Probation**

An undergraduate student placed on academic probation is required to meet with his or her advisor before the end of the fifth week and to sign a statement in acknowledgement of the probation. The student must remain on probation until his or her semester GPA is 2.0 or higher and the USU cumulative GPA rises or exceeds a 2.0. A student on academic probation is placed on suspension at the end of any semester in which his or her semester GPA is less than 2.0.

### **Academic Suspension**

An undergraduate student placed on academic suspension who is registered for classes in the semester immediately following the suspension will be dropped from those classes. They must follow the criteria below for readmission.

### **Readmission Following Academic Suspension**

Students who have been suspended once may apply for readmission after a one-semester layout. Students who have been suspended twice may apply for readmission to the University following a layout of one full calendar year.

### **Academic Dismissal**

Students who are suspended for a third time will receive a notice of dismissal from the University. Students who have been dismissed may apply for readmission following a layout of five or more years.

## **Review and Grievance Procedures**

The Social Work Program at Utah State University maintains high, professional standards for students and faculty members. Because of the nature of professional social work practice, the Social Work Program has different expectations of students than do nonprofessional programs. All social work students are expected to abide by the standards set by the National Association of Social Workers (NASW) *Code of Ethics*. When a student's performance does not meet expectations according to these established guidelines, a review may be called to bring the problem to the student's attention and to

develop a plan to address the problem. Usually, the issue is resolved and the student continues in the program with additional support and/or conditions established for the student's continuance in the program. In some instances, depending on the nature of the problem, the student may be referred to the Dean of Students or the student may be advised to change majors/degree programs and/or discontinue from the program.

Students enrolled in the BSW Program have the right to appeal decisions made by the Social Work Program, including scholastic dismissal. Students are assured freedom from reprisals for filing appeals. Students who wish to appeal decisions made by the Social Work Program may do so, first to the BSW Program Director and then through the appropriate channels of authority. Students who feel they have been unfairly treated (in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking--which are addressed by procedures separate and independent from the Student Code) may file a grievance through the channels and procedures described in the Student Code. See <http://www.usu.edu/student-services/pdf/StudentCode.pdf#Article7> for a detailed description of the grievance process regarding academic and nonacademic grievances and appeals. (The Code of Policies and Procedures for Students at Utah State University, Article VII. Grievances, pages 25-30)

### **Changing Majors**

A student may choose to change or declare a major at any time. Those who would like to major in social work should declare their major by the time they apply for advanced standing. In order to declare and/or change majors, a student must complete the Undergraduate Change of Matriculation Form. This form can be obtained at the Registrar's office, at the Social Work Office, or online at <http://www.usu.edu/registrar/forms/pdf/Change-Matric.pdf>. Students who are interested in adding a second major, emphasis or minor must also fill out this form. There are two major sections on the form, the Current Major and the New (or additional) Major/Emphasis/Minor sections. Students will need to obtain a signature from both their current major department and their new major department in order to complete the form. Dr. Peak and Dr. Calloway-Graham can sign these forms. Students take their completed forms to the Registrar's office in Taggart Student Center, room 246.

### **Adding and Dropping Courses**

Specific dates for adding and dropping courses are outlined in the academic calendar, which can be found at the Registrar's Office Website and in the Course Schedule each semester. Adding and dropping classes are handled through Access or the Registrar's Office depending on the time and nature of the transaction. All academic transactions are governed by policies set forth in the Undergraduate Catalog and Course Schedule.

Academic Calendar: <http://www.usu.edu/registrar/dates/spring.cfm>

Undergraduate Catalog: <http://www.usu.edu/ats/generalcatalog/>

Course Schedule: <http://www.usu.edu/registrar/catalogpdf/>

### **Course Load Information**

The maximum course load for undergraduate students is eighteen semester hours during fall or spring semester. The BSW Program Director must approve all requests for heavier course loads. This is permitted only under special circumstances. Full time student status is achieved when students are enrolled in 12 or more credits during fall or spring semester.

## **Program Goals and Objectives**

Utah State University's Social Work Program offers a baccalaureate degree in social work. The program is accredited by the Council of Social Work Education (CSWE) and meets requirements established by the State of Utah for licensure of social service workers. The program is based on the generalist conception of social work and a problem-solving, empowerment and strengths model of practice. The social work sequence stresses problem solving in the interface of person and environment, which requires the development of generalist practice skills by the students. The program is committed to building a student's education on a solid base that includes a liberal arts perspective vital to the development of a social worker. The program also endeavors to maintain a campus environment that will foster a sense of community and social responsibility. To accomplish this, the program provides opportunities for service learning, social development, and educational research forums through the state affiliated National Association of Social Workers student organization and the Phi Alpha Honor Society for social work students.

### ***Our Philosophy***

The program's guiding educational philosophy is based on two broad traditions: (1) generalist social work practice and (2) the Land-grant University heritage. The Social Work Program provides a learning environment for those who seek to acquire knowledge and skill in order to bring about meaningful social change in individuals, groups, communities and society. The program provides grounding in the fundamental generalist skills, knowledge, and values of social work, such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, communication, and interpersonal relationship skills.

### ***Our Mission***

The mission of the program is to prepare social workers for beginning practice in a diverse society and to equip students with the knowledge and skills essential to the general tasks of promoting social welfare in institutions such as education, health, employment, housing and criminal justice.

### ***Our Commitment***

The program is committed to enhancing the quality of life in Utah, the nation, and the world, through service learning, leadership development, research and extension; and is reflective of the fundamental need to adjust social institutions to the democratic and egalitarian ideals of both the university and the social work profession. Social Work at Utah State University recognizes the historic importance of social welfare in balancing the country's economic and social structure. The program is committed to the resolution of the contemporary human social problems such as poverty, racism, discrimination, exploitation and economic injustice.

### ***Our Goals***

There are two fundamental goals that guide the Social Work Program:

1. To prepare students for employment as generalist social workers through education in a professional foundation curriculum and selected liberal arts education coursework.
2. To prepare students for advanced education, as well as to enlighten students with responsible citizenship in the areas of service and research.

### **Advanced Standing Admission Requirements**

The Social Work Program requires students to apply for Advanced Standing during spring semester of what is typically the sophomore year. Advanced Standing must be achieved before a student may enroll in any of the Social Work practice classes.

Requirements for Admission to Advanced Standing:

- Completion of the following courses with a C or better: FCHD 1500, ENGL 1010, ENGL 2010, ANTH 1010, BIOL 1010, SOC 1010, PSY 1010, SW 2100, and SW 2400
- Completion of SW 1010 with a C+ or better
- Junior status (60-89 credits) at the completion of the semester of application
- Minimum overall GPA of 2.5 and minimum SW GPA of 2.75
- No Pass-D-Fail grades in courses required for the major
- Seventy percent or better on the Advanced Placement Test (APT) given during finals week in SW 2400
- The application deadline is March 1<sup>st</sup> of the Spring semester of the application year

How you are evaluated:

- Social Work GPA of 2.75 or higher and minimum overall GPA of 2.5
- Personal statement and self-assessment that includes commitment to and enthusiasm for extracurricular and volunteer activities, career goals, interests, aspirations, and congruence with the NASW values and purposes.
- Quality of written material
- 70 percent or better on the Advanced Placement Test (given at the end of your second year)
- Faculty evaluation, based on participation, class attendance, and use of self in the classroom and in program-associated activities.

Applications are available in the social work office (Old Main 239).

To maintain advanced standing and eligibility for graduation as a social work major you must:

- Have a B- or better in SW 3050, 4150 and 4160
- Have a C+ or better in SW 1010
- Maintain a minimum overall GPA of 2.5 and minimum 2.75 GPA in the Social Work Major
- Receive a grade of C or better in all other courses required for advanced standing and admission to practicum
- No Pass-D-Fail grades for any course required for the major

# Utah State University

**Social Work Program**  
**Application for Advanced Standing**  
*Application due: March 1 – Spring Semester of application year*

Please type or write VERY clearly

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Number: \_\_\_\_\_ E-mail address: \_\_\_\_\_

Local Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Summer Phone: \_\_\_\_\_

Local Address: \_\_\_\_\_

Summer Address: \_\_\_\_\_

Class: (Please circle one according to the number of credits you will have at the completion of the current semester)

Junior (60-89)      Senior (90+)

**Admission Criteria:** *(An interview may be requested at the discretion of the admissions committee.)*

\_\_\_\_ Completion of first and second year Social Work course of study by the end of the Spring Semester of application year (for questions concerning courses of study, see Major Requirement Sheet)

\_\_\_\_ Junior Status (60-89 credits by the end of the semester of application year)

\_\_\_\_ Completion of SW 1010 (formerly SW 1050) with a C+ or better

\_\_\_\_ Enrollment in or completion of SW 2100 (formerly SW 2500) and SW 2400 with a C or better

\_\_\_\_ A minimum 2.5 cumulative GPA

\_\_\_\_ A minimum 2.75 overall GPA in SW Courses      Cumulative GPA: \_\_\_\_\_

\_\_\_\_ Current unofficial transcript attached      SW GPA: \_\_\_\_\_

\_\_\_\_ Essay completed and attached

\_\_\_\_ Completion of the Advanced Placement Test (APT) with 70% or better

**University Studies Requirements:**

		<u>Grade</u>
FCHD 1500	Human Development	_____
Engl 1010	Intro to Writing	_____
Biol 1010	Biology and the Citizen	_____
Psy 1010	General Psychology	_____
Soc 1010	Intro to Sociology	_____
Engl 2010	Research Writing	_____
Anthro 1010	Cultural Anthropology	_____
Stat 1040	Intro to Statistics	_____

Note: Students currently enrolled in any of these required courses or planning to take them during summer semester should designate so above.

**Essay Instructions:**

Please answer the following questions on a separate page(s) and attach to your application. Please limit your essay to 2 pages.

- A. What has led to your interest in social work as a profession and how did this interest develop?
- B. What characteristics do you think you have that will make you well-suited for this profession?
- C. Do you have a specific field of interest within social work?
- D. Discuss any social work related extracurricular and volunteer activities.

Do you foresee any barriers in obtaining your social work degree?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what are they?

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Students should also be aware that if there are any personal data such as that included on the application for state licensure, which indicates a potential threat to the public safety and welfare, a student may be denied continuation in the program.

A complete application includes:

- a. Form legibly filled out
- b. Essay
- c. Unofficial Transcript
- d. Current class schedule if not included on transcript

# Social Work GPA Form

Please attach a copy of your most current USU transcript

**Instructions:** In column 1, fill in your grade. In column 2, fill in your grade points for each course you have completed.

A	4.000	B	3.00	C	2.00	D	1.00
A-	3.67	B-	2.67	C-	1.67	D-	0.67
B+	3.33	C+	2.33	D+	1.33	F	0.00

Multiply course credits by course grade and write the results in Column 3. Add column 3 and write the total in the blank next to "Grade Points." Add all your credits and write it in the blank next to "Divided by total credits." Finally, divide grade points by total credits to result in your social work GPA. List your USU GPA, your current overall GPA, and your total accumulated hours towards graduation.

	Column 1 Grade	Column 2	Column 3
<u>Required Social Work Courses</u>			
SW 1010      Intro to SW	_____	3 credits x _____	_____
SW 2100      HBSE	_____	3 credits x _____	_____
SW 2400      SW with Diverse Populations	_____	3 credits x _____	_____
SW 3050      Practice I	_____	3 credits x _____	_____
SW 4100      SW Research	_____	3 credits x _____	_____
SW 4150      Practice II	_____	3 credits x _____	_____
SW 4160      Practice III	_____	3 credits x _____	_____
SW 5350      Social Welfare Policy	_____	3 credits x _____	_____
<u>Elective Social Work Courses</u>			
SW 3350      Child Welfare	_____	3 credits x _____	_____
SW 3360      Social Work with Adolescents	_____	3 credits x _____	_____
SW 3450      School Social Work	_____	3 credits x _____	_____
SW 3550      Social Gerontology	_____	3 credits x _____	_____
SW 3650      Mental Health	_____	3 credits x _____	_____
SW 3750      Medical Social Services	_____	3 credits x _____	_____
SW 3850      Spirituality and Social Work	_____	3 credits x _____	_____

Grade Points \_\_\_\_\_

Divided by Total Credits \_\_\_\_\_

Social Work GPA \_\_\_\_\_

  

Cumulative GPA \_\_\_\_\_

Total Hours Toward Graduation \_\_\_\_\_

## The BSW Degree Requirements for Graduation

The requirements for the Bachelors of Social Work degree are designed to prepare students for employment as generalist social workers and to prepare students for advanced education. A total of 120 credit hours are required. All students must complete all of the university and major requirements to graduate. To maintain advanced standing and eligibility for graduation, a student must have completed SW 1010 with a C+ or better, obtain a B- or better in SW 3050, 4150, and 4160, and receive a C or better in all other courses required for advanced standing and admission to the practicum. Students are also expected to maintain a minimum overall GPA of 2.5 and a minimum Social Work GPA of 2.75 to obtain advanced standing and graduate. Students will not be permitted to repeat any course for the major more than once nor permitted to receive a Pass/Fail grade for any course required for the major.

### University Requirements

	<b>Credits</b>
Total Credits.....	120
Grade Point Average.....	2.0
Credits of C- or Better.....	100
Credits of Upper Division Courses.....	40
USU Credits.....	30

### General Education Requirements

Communications Literacy (CL1, CL2) Credits.....	6
English 1010 (CL1)	
English 2010 (CL2)	
Quantitative Literacy (QL) Credits.....	3
*STAT 1040 fulfills the QL requirement for Social Work students	
Computer and Information Literacy (CIL).....	0-3
*Students must receive a passing grade on six computer literacy examinations.	
No courses are required to complete the examinations; however USU 1000 and OSS 1400 cover the material on the examinations.	
Breadth Requirements (6 credits must be USU Prefixed).....	18
American Institutions (BAI)	
Creative Arts (BCA)	
Humanities (BHU)	
Physical Sciences (BPS)	
Life Sciences (BLS)	
*BIOL 1010 fulfills the BLS requirement for Social Work students	
Social Sciences (BSS)	
*Social Work students are required to fulfill each of the following BSS courses:	
SOC 1010	
PSY 1010	
ANTH 1010	
FCHD 1500	

Depth Education Credits.....	15
Communication Intensive (CI).....	6
*SW 5350 fulfills 3 of the required 6 CI credits	
Quantitative Intensive (QI)	
*SOC 3120 fulfills the QI requirement for Social Work students	
Humanities and Creative Arts (DHA)	
Life and Physical Sciences (DSC)	

Graduating students will receive a B.S. in Social Work. If a student wishes to obtain a B.A. instead, they must complete 16 credits in a foreign language or 20 credits in two foreign languages.

### **BSW Required Course Descriptions**

(F=offered Fall, Sp= offered Spring, Su=offered summer)

**ENG 1010. *Introduction to Writing: Academic Prose.*** Students learn skills and strategies for becoming successful academic readers, writers, and speakers: how to read and write critically, generate and develop ideas, work through multiple drafts, collaborate with peers, present ideas orally, and use computers as writing tools. (F, Sp, Su)

**ENG 2010. *Intermediate Writing: Research Writing in a Persuasive Mode.*** Writing of reasoned academic argument supported with appropriately documented sources. Focuses on library and Internet research, evaluating and citing sources, oral presentations based on research, and collaboration. Prerequisites: Completion of 30 credits and fulfillment of Communications Literacy CL1 requirement through coursework or examination. (F, Sp, Su)

**STAT 1040. *Introduction to Statistics.*** Descriptive and inferential statistical methods. Emphasis on conceptual understanding and statistical thinking. Examples presented from many different areas. Prerequisite: C- or better in MATH 1010 or Math ACT score of at least 23 (Math SAT score of at least 540) within the Math prerequisite acceptability time limit; or satisfactory score on Math Placement Test. This course is also offered by online correspondence and/or CD through Independent and Distance Education. (F, Sp, Su)

**SOC 1010. *Introductory Sociology.*** Introduction to society and human interaction. Discussion of sociological research and global processes. Discussion of how and why people are organized in society. (F, Sp)

**PSY 1010. *General Psychology.*** Explores basic areas of psychology, and how each explains human thought and behavior at the individual, familial, and cultural levels. This course is also offered by online correspondence and/or CD through Continuing Education Time Enhanced Learning. (F, Sp, Su)

**ANTH 1010. *Cultural Anthropology.*** Introduction of cultural variation among humans. Discussion between culture vs. nature and how people develop culture through learning. (F, Sp)

**FCHE 1500. *Human Development Across the Lifespan.*** Overview of human development across the lifespan, from conception to death. Also available online; for more information, contact department or see current semester Schedule of Classes. (F, Sp)

**BIOL 1010. *Biology and the Citizen.*** Principles and methods of biology and how they impact the daily life and environment of the individual. This course is also offered by online correspondence and/or CD through Continuing Education Time Enhanced Learning. (F,Sp,Su)

**SW 1010. *Introduction to Social Welfare.*** This foundation course facilitates development of an approach to thinking about social welfare. It explores the broad common bases of social work professional values, knowledge, skills, social policies, and programs. The overview of social policies and programs discusses how these policies and programs promote the general welfare and ameliorate social problems.(F, Sp)

**SW 2100. *Human Behavior in the Social Environment.*** The purpose of this course is to study and understand why people behave as they do and make application of this knowledge to the professional practice of social work. It will also be a study of the fundamental ways in which the lifelong development of individuals is shaped by the fact that personal growth occurs within given social-cultural systems and institutions during particular periods of history and by the fact that individuals act back on these social-cultural systems and institutions in a reciprocally-influencing manner. The application of this HBSE foundation knowledge to the process of assessment in social work will be illustrated. (Sp)

**SW 2400. *Social Work with Diverse Populations.*** This course examines social and cultural characteristics of various population groups and how they relate to social workers and social work. While emphasizing social work concepts, we will work at finding solutions to some of the challenges social workers face in practice with diverse populations. Our primary goals will be learning how to empower groups and individuals as well as accumulating culturally-competent practice skills. Racism and its interaction with American society, the needs of populations-at-risk, diversity and social work practice, culturally-competent practice, social and economic justice, professional social work values and ethics, and the professional use of self, are all key concepts that will be included in this course. (Sp)

**SW 3050. *Practice I.*** The main focus is an introduction to the generalist social work framework as an integrative tool, with special attention shown to the strengths and empowerment perspective. This course is the beginning course for preparing social work students to practice with individuals, families, groups, organizations, and communities. The emphasis is on micro level practice with individuals as the target for change. This

course addresses the social work helping process of both direct and indirect practice conceptualized as assessment, planning, action, evaluation, and termination and teaches the social work change process/problem-solving model utilizing a strengths and empowerment approach. Emphasis is given to developing diversity competence. Special attention is paid to ethical practice and social work values based on the NASW Code of Ethics. This course is designed to train students to use communication skills differentially across client populations, colleagues, and communities. Students will learn to apply knowledge and skills in interviewing, interpersonal skills, and record-keeping necessary for generalist social work practice. The first half of the course covers theory, practice models, cognitive and interaction skills, along with content on professional ethics. Content in the second half covers skills and techniques for generalist practice. (F)

**SW 4100. *Social Work Research.*** This course is a survey of scientific methods of research in social work. Methods and techniques of analyzing data, including surveys, field research, observational studies, single subject design, and other social science techniques are presented. There is also an emphasis on the analysis of data and published research and an articulation of research with practice and policy. (F)

**SW 4150. *Practice II.*** The course emphasizes the study and practice of the skills necessary for effective problem-solving with families and small groups. This course addresses the social work helping process conceptualized as assessment, planning, action, evaluation, and termination as applied in a group setting. Specific focus is placed on developing knowledge of group work practice, understanding group dynamics, leadership, and group development. Emphasis is given to values and ethics, diversity, populations-at-risk and social and economic justice in reference to practice. (Sp)

**SW 4160. *Practice III.*** This course is an introduction to generalist social work practice at the macro level. It emphasizes the study of generalist practice skills from a problem-solving, strengths, and empowerment perspective with groups, organizations, and community systems. Special attention is paid to ethical issues and working with diverse populations. Practice III is viewed as an integral component of a model for bringing about social change, especially at the macro level. Attention is given to the tasks of interrelating client systems through developing the processes of building constituencies, mobilizing resources, brokering, advocacy, negotiating and grassroots development. The course provides the student with an overview of strategies, tactics, and techniques of social change with the objective of developing their abilities to effectively apply them for generalist practice. (Sp)

**SOC 3120. *Social Statistics.*** Descriptive and inferential statistical methods with an emphasis on sociological research and application. (F, Sp)

**SW 3350. *Child Welfare.*** This course is an introduction to developments in programs for meeting such needs of children as substitute parental care, adoptions, delinquency problems, mental retardation, and unmarried motherhood. Prerequisites: SW 1010, 2100, 2400. (F)

**SW 3360. *Adolescents: Theories, Problems and Issues.*** This course focuses on social work practice with adolescents. It is designed to provide students with the knowledge and skills necessary for beginning, generalist practice with adolescents and their families. An emphasis is placed on exploring the helping process with teens, especially multidimensional assessment. Concepts and theories relevant to adolescent behaviors and environmental influences will be examined. A social systems model is presented as a key organizing framework for social work practice. The role of social work in key practice arenas, such as mental health, is investigated. (Sp-offered alternating years)

**SW 3450. *School Social Work.*** Advanced seminar designed as a forum for bachelor level social work majors. The course builds on the knowledge, values, and skills common to generalist social work, with a focus on school social work. Practice is viewed utilizing an ecological framework with emphasis on working with the child, family, school, and community systems. The following topics will be addressed: (1) educational issues, (2) the common elements of the role unique to school social work, (3) the response of the social work profession to the needs of school children and the forces that shape this response, (4) emphasis will be given to how the social work profession responds to diversity, social and economic justice, and populations at risk within the public school system, (5) the collaborative and interdisciplinary nature of social work practice in the educational setting, (6) policy and evaluation perspectives, and (7) to explore how school social workers can assist young people in the development of self-worth, significance, dignity, and responsibility. (Sp-offered alternating years)

**SW 3550. *Social Gerontology.*** This course is an overview of the field of aging and its connection to the practice of social work. Emphasis is placed on both practical and theoretical definitions of aging, assessment, diagnosis and intervention, the nature of support systems, respect for individual rights, and society's role in maintaining and enhancing older people's functioning and well-being. We examine the basic government programs that relate to older people, the major trends in national planning and policy, new models of service delivery, and the specific implications of these for older people and social workers. We explore the current state of knowledge of aging that exists in the United States as well as speculations for the future. (Sp-offered alternating years)

**SW 3650. *Mental Health.*** This course presents students with an introduction to the knowledge essential for generalist practice in the mental health field. It provides students an opportunity to develop a more specialized knowledge base. It is also useful for students interested in those practice arenas where mental health issues may be present in client populations. Various theories and models of mental illness are presented, with an emphasis on a holistic, strengths model as a foundation for social work practice. Services offered for the prevention and treatments of mental illness are examined, especially case management within a community mental health context. (F)

**SW 3750. *Medical Social Services.*** This course is an introduction to medical social services and the social work role in many different health care settings. We will discuss the interface of social work and patients rights, medical decision-making, ethical issues, health literacy, the definition of health and disease, the process of diagnosis and

treatment, palliative and end-of-life care, and the notion of 'health care consumer.' Together we will look at the health care system that exists in the United States and our role in it. We will study the basic health programs, the major trends in national health planning and health policy, look at new models of health delivery, and the implications of these for social work and social workers. In this process, and emphasizing social work concepts, we will work toward possible solutions to some of the problems social workers may encounter in health care settings and how to prepare ourselves to be competent social work professionals in medical settings. (Sp-offered alternating years)

**SW 3850. *Spirituality and Social Work.*** The social work profession offers a strengths perspective that empowers individuals, families, and communities regarding the biological, psychological, sociological and spiritual dimensions of the human experience. In this course we will address client issues within the context of a spiritually-sensitive social work practice. Through understanding the diverse spiritual and religious dimensions of the lives of our clients, we are able to better address our clients' needs in a spiritually-sensitive and appropriate way. A framework of knowledge, values, skills, and experiences for spiritually-sensitive social work practice will be provided. (F)

**SW 4870. *Beginning Field Practicum.*** The Integrative Seminar provides an opportunity to tie the field practice experience to the academic program. It also facilitates the students' transition to their professional role as generalist social work practitioner. Students meet in the integrative seminar one a week both Fall and Spring semesters. The overall purpose of each seminar is to integrate field work experiences and academic knowledge. In the Fall semester emphasis is on social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human bio-psych-social development, social systems theory, and the application of social work practice values, knowledge, and skills. (F)

**SW 4900. *Topical Issue Seminar.*** Visit the Social Work office for more information.

**SW 4950. *Directed Readings.*** Visit the Social Work office for more information.

**SW 5350. *Social Welfare Policy.*** Students in this course will develop an understanding of social welfare policies and programs. Selected social policies will be examined within an historical and contemporary context. The principles of social and economic justice will be used in analyzing social policies and programs. Attention will be given to the differential impact of these policies and services on at-risk populations. Particular attention will be given to methods of analysis of national social welfare policies and programs, to the appropriate role of government in our individual and collective lives, and to advocacy efforts by social workers. (F)

**SW 5870. *Advanced Field Practicum.*** The Integrative Seminar provides an opportunity to tie the field practice experience to the academic program. It also facilitates the students' transition to their professional role as generalist social work practitioner. Emphasis during the Spring semester is on research in practice, social welfare policy and

services, career development, social work licensing, and the application of social work practice values, knowledge, and skills. (Sp)

### **Suggested Sequence of Courses**

This list is a suggestion for full-time students (12 credits or more). If you are planning to attend USU as a part-time student, please come to the social work office and meet with a peer advisor to set up a sequence of courses that will fit your needs.

#### **First Year:**

SW	1010	Introduction to Social Welfare
ANTH	1010	Cultural Anthropology (BSS)
BIO	1010	Biology and the Citizen (BLS)
ENGL	1010	Introduction to Writing: Academic Prose (CL1)
FCHD	1500	Human Development Across the Lifespan (BSS)
PSY	1010	General Psychology (BSS)
SOC	1010	Introductory Sociology (BSS)
STAT	1040	Introduction to Statistics (QL)

#### **Second Year:**

ENG	2010	Intermediate Writing: Research Writing in a Persuasive Mode (CL2)
SW	2100	Human Behavior in the Social Environment
SW	2400	Social Work with Diverse Populations

\*\*\*Apply for Advanced Standing\*\*\*

#### **Third Year:**

SW	3050	Practice I
SW	4100	Social Work Research
SW	4150	Practice II
SW	4160	Practice III
SOC	3120	Social Statistics I (QI)

#### **Fourth Year:**

SW	4870	Beginning Field Practicum
SW	5350	Social Welfare Policy (CI)
SW	5870	Advanced Field Practicum

Students are also required to take 9 credits of social work electives. At least six of the nine credits must be taken in Social Work, and one upper-division elective (3000 level or above) may be taken in Sociology, Anthropology, FCHD, or Psychology.

SW 3350	Child Welfare
SW 3360	Adolescents: Theories, Problems, and Issues
SW 3450	School Social Work
SW 3550	Social Gerontology
SW 3650	Mental Health
SW 3750	Medical Social Services
SW 3850	Spirituality and Social Work

# Utah State University

## Individual Program of Study

Social Work Program

Name: \_\_\_\_\_  
 A#: \_\_\_\_\_  
 Major: \_\_\_\_\_  
 Minor: \_\_\_\_\_

Fall		Year:
Dept.	Course Num	Credits

Spring		Year:
Dept.	Course Num	Credits

General Education	
Required Course	Course to be Taken
<b>Competency Requirements</b>	
CL	English 1010
CL	English 2010
QL	Stats 1040
CIL	Exams
<b>Breadth Requirements</b>	
BCA	
BCU	
BLS	Bio 1010
BPS	
BAI	
BSS	FCHD 1500 Soc 1010 Psy 1010 Anth 1010
<b>Depth Requirements</b>	
QI	Soc 3120
CI	SW 5350
CI	
DHA	
DSC	

Fall		Year:
Dept.	Course Num	Credits

Spring		Year:
Dept.	Course Num	Credits
SW	2100	3
SW	2400	3
<b>**Apply for the Program**</b>		

Fall		Year:
Dept.	Course Num	Credits
SW	3050	3
SW	4100	3
Soc	3120	3

Spring		Year:
Dept.	Course Num	Credits
SW	4150	3
SW	4160	3

Fall		Year:
Dept.	Course Num	Credits
SW	4870	6
SW	5350	3

Spring		Year:
Dept.	Course Num	Credits
SW	5870	6
<b>**Graduate**</b>		

**During your first three semesters, please complete SW 1010. Please complete your breadth requirements in your first four semesters.**

Social Work Electives		
Dept.	Course Num	Credits

One upper-division elective (3000 or above) can be taken outside of Social Work in a related field (FCHD, Psychology, Sociology, or Anthropology).

## **Practicum Requirements and Information**

### **Procedures for Admission to Field Practicum:**

Students must complete 480 clock hours of supervised field practicum in conjunction with integrative seminar coursework. The field practicum courses are SW 4870 and SW 5870. These classes are taken fall and spring semester of the student's senior year. Students may register for SW 4870 only after making application with the Practicum Director, Dr. Diane Calloway-Graham and Assistant Practicum Director, Professor Shannon Browne. Senior students, in conjunction with their practicum, have an opportunity to be enrolled as Americorps volunteers with the Utah State Campus Compact. Application for admission to the field practicum must be made during the spring semester of the academic year prior to enrollment in the practicum, and is due by February 20.

### **Eligibility Criteria for admission to the field practicum:**

- Senior status (90-120) credits by the end of the spring semester in which the student applies, typically the student's junior year.
- Completion of University Studies program (including Depth Education Requirements) and all social work courses, with the exception of SW 4870, 5870, and 5350.
- A grade of B- or better in SW 3050, 4150, and 4160.
- A grade of C or better in all courses required for the major and a grade of C+ or better in SW 1010.
- No Pass-D-Fail grades received in courses required for the major.
- Demonstration of appropriate professional, moral, and ethical character, and willingness to abide by the National Association of Social Work (NASW) code of ethics.
- Maintenance of an overall minimum GPA of 2.5 and a 2.75 minimum GPA in the social work major.
- A satisfactory grade (70 percent or better) on the Generalist Practice Test (GPT).

Students are encouraged to tailor their choice of electives toward their practicum choices; please consult with the peer advisors or your faculty advisor for assistance.

Students should also be aware that if there are any personal data, such as that included on the application for state licensure, which indicate a potential threat to the public safety and welfare, a student may be denied continuance in the program. If a student is denied admission to the practicum, the faculty will review his or her file upon request.

Students entering the practicum cannot ordinarily begin their placement earlier than the start of fall semester. If they do so, this practice falls outside of the Social Work Program's responsibility, and any accrued hours will not count toward the practicum.

Students entering the field practicum are strongly encouraged to join NASW and be involved in the USU chapter of NASW.

### **Practicum Application Process**

- Students attend an orientation in January of the year preceding their practicum placement. An orientation manual is distributed with information regarding the practicum application and opportunities.
- A practicum orientation buffet is held where students have an opportunity to visit with a variety of social service agencies. All of the practicum agencies, supervisors and current practicum students will be present. Each student will interview with 7-8 agencies, which are assigned by the practicum director and assistant practicum director based on the student's interests.
- Students will submit an application for admission to the field practicum-indicating preferences for placement as well as qualifications and interests.
- The student will then meet one-on-one in an interview with the Practicum and Assistant Practicum Director to review interests.
- Each student will be assigned a pre-placement interview with a social service agency.
- Following the interview the program will make a final determination regarding a student's practicum placement.
- The student will begin their practicum placement at the beginning of fall semester and complete it at the end of spring semester. All practicum placements are taken concurrent with course work during the fall and spring semesters.

### **Possible Practicum Placements**

#### School Social Work

- **Box Elder School District:** Provide educational services to children. Agency hours are 7:30-5:00. Based on the Comprehensive Guidance and Counseling Program, which includes personal and social development, educational development, and career development. Activities include individual planning, system support, working with student groups, classroom presentations, group work, and responsive services. Placements are in the elementary schools and the middle school. Special projects.
- **Cache County School District:** Provide educational services to the children and youth of Cache County. Agency hours are 8-5. Based on the Comprehensive Guidance and Counseling Program which includes personal and social development, educational development, and career development. Activities include individual planning, system support, working with student groups, classroom presentations, group work, and responsive services. Placements include middle school and Mt. Crest High School.
- **Weber County School District:** Work with the Student Services Options program. Agency hours are 8-5. The Options model is a case and resource system which recognizes and addresses the needs of students who are not reaching their

potential in school. The model is designed to develop and coordinate resources in the school, home, and community in order to assist students to more fully benefit from their educational environment. Placements can be arranged in the elementary, middle, or high school level.

### Child Welfare

- **Division of Child and Family Services (DCFS):** Protect children and adults from neglect and abuse. Agency hours are 8-5. Potential activities include working in child protective services, protective supervision, family preservation, and foster care.
- **Workforce Services:** The mission of this agency is to provide quality, accessible, and comprehensive employment-related and supportive services responsive to the needs of employers, job seekers, and the community. Agency hours are 8-5. Students have a case load in the Family Employment Program. Role in the agency is learning how to be an employment counselor.
- **Community Abuse Prevention Services Agency (CAPSA):** Provide confidential and nonjudgmental service to the victims of domestic violence and sexual assault. Agency hours include 24 hour service. Potential activities include crisis telephone and face-to-face intervention, intake and assessment, client support, information and referral, group work with abused women and children, community and educational presentations, court advocacy, protective order assistance, and 24-hour mobile crisis team.
- **Behavioral Mental Health Services:** Sex-offender counseling, victim counseling, working with adults and children in psycho-educational groups, observation of the therapeutic process.
- **Child and Family Support Center:** To prevent child abuse. Agency hours are 24 hours per day, 7 days per week. Potential activities include working with the crisis hotline, crisis nursery, outreach program, classes for parents and children (parenting, social skills, anger management, etc.), and community awareness activities.
- **Up to 3 Program, Center for Persons with Disabilities:** Early intervention program. The purpose is to promote the development of children under the age of 3, who have disabilities and/or developmental delays and to enhance the capacity of the family to meet their child's special needs. Working with families and children (ages 1-3). Agency hours are 8-5. The agency is located at Utah State University campus. Potential activities include assessment of children, working with children with delayed development, and outreach to families and community.
- **Children's Aid Society:** Located in Ogden, UT. Provide adoption services. Programs include adoption services, parenting education, pregnancy options, and life skills counseling. Agency hours 9-5. Potential activities include working with the nurturing parent program and involvement with the adoption process.
- **Guardian Ad Litem Office:** Provide legal services to children in abusive situations. "It is the Guardian Ad Litem's duty to stand in the shoes of the child and to weigh the factors as the child would weigh them if his/her judgment were mature and he/she was not of tender years." Attend CASA volunteer training.

Potential activities include case review, court attendance and presentation, and observation and assessment of interactions between parents and children. Agency hours are 9-5.

- **LDS Social Services:** Agency hours are 8-5. and some night work. The major portion of work is with the Birth Parent Program. This includes individual counseling and education/support groups.

### Medical Social Work

- **Logan Regional Hospital: Social Services-** To provide social services to health care patients. Agency hours are 8-5. Potential activities include experience in various service areas as a social service worker.
- **McKay Dee Hospital Social Services:** Located in Ogden, UT. To provide social services to health care patients. Agency hours are 8-5. Potential activities include experience in various service areas as a social service worker.
- **Sunshine Terrace Adult Day Center and Social services:** To provide mental/physical/social stimulation and health care for the elderly and the disabled. The mission of the agency is wellness, independence, dignity, and quality of life for those we serve. Agency hours are weekdays: 8-5:30 and Saturday 9-5. Potential activities include interacting with clients (Alzheimer's and disabled), perform assessments, collect data, write social histories, learn diagnoses and behavioral modification skills, and interact with caregivers of clients.
- **Bear River Area Agency on Aging:** This agency is designated by the state to address the needs of persons 60 years and older at the local level. They provide support to senior citizens, disabled adults and family caregivers with several different programs and services (alternative program, caregiver support program, health insurance information, information & referral, long-term care ombudsman, Medicaid aging waiver program, senior companions, and senior centers). These programs and services are designed to assist older individuals in maintaining their health and independence in their homes and communities. The role of a student intern would be to make phone and visit contacts with the elderly to assess their needs and services received; assist the elderly and their families; and make appropriate referrals.

### Disabilities/Rehabilitation

- **Division of Services for People with Disabilities (DSPD):** This is a state government agency that provides services to people with disabilities. The division offers services and supports that assist people to live, learn, and work as part of their communities including family and employment support. Other day services and a range of residential supports from personal assistance or companion service to 24-hour supervised living. Role of student would be as a case manager in the services and supports offered by the division.

### Mental Health

- **Bear River Mental Health Children Services:** Provide comprehensive services to children, adolescents, and families dealing with mental health issues. Agency hours are 8-6 and night activities. Potential activities include case management, group work, learning play therapy techniques, after-school programs, and so forth. Role will be a skills development specialist. Provide comprehensive services to the severely/chronically mentally ill client. It is a place to belong, a place to do meaningful work, a place to develop meaningful relationships, and a place to return for the client. Provide a balance between treatment, work, and social/recreational activities. Potential activities include case management, group therapy, assist and direct recreation therapy groups, prevocational training, and special activities.
- **Bear River Mental Health Department Division of Substance Abuse:** New Choices-Services for prevention. Agency hours are 8-5 and night work. The goal of this agency is to enhance the mental and physical health of clients in our community by eliminating chemical abuse of any kind and by improving family function, self-sufficiency, and social well-being. Potential activities include educational groups, community projects, and intakes.

### Corrections

- **Cache Valley Youth Center:** The purpose of the center is to provide a continuum of services to youth and their families that protects the community, holds youth accountable to their victims and the community, and to provide opportunities for Competency Development. The program is based on the Restorative Justice Model. Programs include detention, attention, observation and assessment. Agency hours include 24-hour care. Potential activities include groups, counseling, and tracking.
- **Juvenile Court:** Logan and Brigham City. Carry out probation orders of the court pertaining to juveniles who fall under the jurisdiction of the court. Agency hours 8-5. Potential activities include supervising youth on probation, preliminary inquiries, probation activities, group work, attending court hearings, follow up with schools and other agencies from their educational environment.

### Community Programs

- **Common Ground Outdoor Adventures:** The purpose of this non-profit agency is to enhance the lives of people of all abilities through outdoor recreation experiences such as skiing, camping, nature projects, cycling, and service/craft projects. Also to provide accessible outdoor recreation program, helping to plan and prepare activities, community awareness, and assisting in grants.
- **USU Multicultural Student Services:** The purpose of this service is to advance and encourage the intellectual, personal, cultural, and professional development of Native American, African American, Asian American, Oceanic, and Latino

student populations. Services include programs of instruction, advisement, community service-learning, outreach, experiential education, cultural events, administration, clubs and organizations, and student support services. The agency is opened from 8-5 M-F and some night activities can be expected.

- **USU SAAVI (Sexual Assault & Anti Violence) Services:** The SAAVI office is the first point of contact for confidential support and step-by-step guidance to survivors of violence. The office also coordinates all educational activities on campus that teach risk reduction and sexual/interpersonal violence prevention.

**Please note: There may be practicum placements that are not listed here.**

This list is subject to change. Ordinarily, students cannot complete a practicum where they are employed. The practicum is an educational experience and paid employment does not meet the Council on Social Work Education requirements. If students have an interest in completing their practicum placement in a different agency, they should speak to Dr. Calloway-Graham for consideration and evaluation

## Social Work Concepts and Terminology

### Generalist Social Work Practice

According to the *Encyclopedia of Social Work*, definitions of Generalist Practice focus on: a) the importance of multiple-level interventions b) a knowledge base carefully chosen from a range of theories and c) dealing with both private issues and social justice concerns (micro to macro practice).

The generalist model of social work practice focuses on the interface between systems and suggests the use of multiple interventions in working with clients at the individual, family, group, organizational, community or societal level (Micro to Macro practice). Generalist practice incorporates a knowledge, value and skills base that is transferable between and among these diverse contexts. A central theme is the systems / ecological framework. The following concepts are foundational:

**Person-Environment Fit:** The actual fit between the person's / group's needs, rights, goals, and capacities and the physical and social environments within which they operate

**The Strengths Perspective:** Involves- identifying a system's strengths and using them to modify the environment; viewing the client as expert in knowing his / her needs; the social worker as collaborator with client systems

**Empowerment:** The process of increasing personal, interpersonal, or political power so client systems can take action to improve their life situations

**Promotion of Social and Economic Justice:** Fairness and equity in regard to basic civil and human rights, protections, resources and opportunities and social benefits; how resources are distributed, who has access and how policies affect chosen interventions

**The Helping Process:** A structured approach used to assist client systems in - identifying needed change, developing strategies to make change and assisting their implementation, monitoring and evaluation throughout the process

(From Ambrosino, et al (2001) *Social Work & Social Welfare*, 4<sup>th</sup> edition; Wadsworth)

A generalist approach requires that the social worker assess the situation with the client and decide which systems are the appropriate units of attention, or focus of work, for the change effort. The units of attention may include an individual, a family, a small group, an agency or organizations, a community, or the transactions among these. The generalist approach emphasizes knowledge that can be applied to a variety of systems. For example, the following approaches could entail the focus of our work:

1. Enhance the problem-solving, coping and developmental capacities of people
2. Link people with systems that provide them with resources, services and opportunities
3. Promote the effectiveness and humane operation of systems that provide people with resources and services

#### 4. Develop and improve social policy

The generalist social worker seeks knowledge about the environment and about interactions and transactions between his client system and the environment. The social worker looks for strengths and resources in the client system, in the environment, and in the interactions and transactions between them. The social worker draws on skills and resources of other helping systems to provide the services needed to bring about change within the framework of social work values and ethics.

The generalist social worker is cognizant of the NASW Code of Ethics, as well as, the processes of applying professional values to solve ethical dilemmas and employing critical thinking skills. The worker is oriented to working in an organizational structure, using supervision appropriately and assuming a wide range of professional roles.

#### **Critical Thinking**

Critical thinking refers to reflection about the worth of arguments. When you act or make decisions, you naturally want to be doing so on the basis of the strongest reasoning available. But how do you distinguish a sound argument from one that is flawed? Critical thinking is based on an awareness of certain criteria that an argument must satisfy before we would be willing to say, "OK, I agree."

Critical thinking expresses the criteria in question form. Each question serves as a checkpoint or filter through which claims must successfully pass if they are to become "my" claims. Critical thinking consists of (a) the attitudes that encourage one to want to ask the following questions, (b) the awareness of the questions and their rationale, and (c) the ability to answer the following questions about what one reads or hears:

1. What is the problem or issue that generated this argument?
2. Why does the problem or issue matter?
3. What is the speaker's or writer's conclusion?
4. What are the reasons provided for the conclusion?
5. Does the argument contain ambiguity that damages clarity of the reasoning?
6. What implicit assumptions, including value priorities, are responsible for the reasoning?

These first six questions are a prelude to evaluation. We cannot respond to or make judgments about someone's reasoning until we first acquire a clear understanding of what exactly that reasoning is. The first six questions stimulate a search for understanding. Answering them approximates what is meant when you are asked to analyze.

7. If evidence is provided, are samples representative and measurements valid?

Subquestions here include: Is the size, breadth, and randomness of the sample adequate? Does the measurement coincide with the characteristic or behavior it alleges to be measuring? For example, does a paper and pencil test concerning self-perceptions about

violent tendencies adequately measure the extent to which television encourages violence?

8. If evidence is provided, are there flaws in the statistical reasoning?

To answer this question requires you to ask: Was a dramatic, non-typical example used to bias our judgment? Were the authorities on whom the reasoning relies trustworthy? Were the bases provided for any data reported as percentages? Was an impressively large absolute number used where a percentage would be more meaningful? Were you informed what type of average was used when reporting the evidence? Were you given the range and distribution of the data to enable you to interpret the average fairly? Does the evidence support the conclusion provided or a different conclusion?

9. If evidence is provided for a causal generalization, is there an alternative causal explanation for the evidence?

10. Are there any errors in reasoning?

There are numerous common reasoning errors. In each case, a reasoning error signals a breakdown in the leap between reason and conclusion. The reason that is provided just does not get the job done. The conclusion, whether correct or incorrect, is not justified by the reason given.

Common reasoning errors include the following: (a) the claim that because one event preceded another, the first must have caused the second, (b) the claim that a suggestion is no good unless it eliminates completely the problem it wishes to alleviate, (c) the claim that there are only two options in a situation where the possible choices are numerous, (d) supporting a claim by ridiculing those who disagree and praising those who agree, (e) claiming that X is true because most people agree that X is true, (f) attempting to refute a generalization with a single counterexample, (g) providing reasons not directly relevant to the conclusion they allegedly support, (h) claiming that something is advisable because it is traditional (or modern), and (i) asserting that once we start a behavior, e.g., censorship, we will necessarily extend that behavior beyond our original intent.

11. What significant information was omitted from the reasoning?

Questions 7-11 are to be asked and answered when you are urged to evaluate.

12. What value priorities do you have with respect to this issue?

13. Can you justify these value priorities in terms of consequences or duty?

14. What is the basis for your conclusion?

Questions 12-14 are included to encourage tentative commitment to a set of personal conclusions.

One distinction to keep in mind as you try to become a more proficient critical thinker is that between weak-sense critical thinking and strong-sense critical thinking. Professor

Richard Paul points out that critical thinking as a set of standards applied to other people's arguments can simply provide a technique for strengthening dogmatism. Critical thinking applied to only the arguments of others is critical thinking in the weak sense.

Critical thinking in the strong sense requires each of us to apply critical standards to our own cherished beliefs. To the extent that we can practice strong-sense critical thinking, we can invoke self-censorship to protect ourselves against sloppy thinking.

Professor Shannon Browne

## **Student Standards of Conduct**

### **Responsibilities of Students**

As members of the academic community at Utah State University, students share responsibility for USU's growth and continued well-being, as well as for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of Conduct. The University seeks to vest students with primary oversight of these responsibilities through their participation in hearings boards.

### **Rights of Students**

Students can reasonably expect the following:

1. The right to a learning environment free of harassment and unlawful discrimination.
2. The right to due process in all disciplinary proceedings, which means fundamental and procedural fairness in accordance with the provisions of *The Code of Policies and Procedures for Students*.
3. The right to inquire, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, with due regard to factors such as class size and the limits on the instructor's time for conferences.
4. The right, subject to time, place, and manner restrictions, to express personal opinions on campus, to support or oppose causes, to arrange public assemblies, and to hold rallies, demonstrations, and pickets which do not materially and substantially interfere with normal University activities or the rights of others. Institutional control of facilities shall not be used as a censorship device. Any institutional regulation regarding time, place, and manner of expression must be content-neutral, must be narrowly tailored to serve a significant University interest, and must leave open ample alternative channels of communication.
5. The right to organize and the freedom of association.
6. The right to publish and the freedom from censorship.
7. The right to meaningful representation in the formulation of University policies which affect students.
8. The right to a proper academic evaluation through orderly procedures and announced criteria designed to prevent prejudice and capricious judgment.
9. The right to confidentiality of records and due limitation of disclosure of personally identifiable information.

For more information, see the USU Student Code at <http://www.usu.edu/policies/pdf/Student-Standards.pdf>

## **Student Rights and Responsibilities**

The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

Students are encouraged to participate in all our student organizations; we recognize that student participation is an important component of preparing responsible social workers. In addition to our social work organizations, both the College and the University provide a wide range of student activities, clubs, and events in which students are encouraged to participate. For example, social work students represent the program on the HASS Council (our College governance structure) and in the University-wide student government organization. And, since our social work students are community service-oriented, they also volunteer in a wide range of organizations in the community. Some community service activities are organized by the Social Work program (e.g. Sub for Santa) and students also get involved in service activities individually.

**Student Support Services**

*Student Support Services seeks to support disadvantaged students who have potential to meet the challenges of higher education by strengthening and developing their academic and self-management skills. Its focus is to insure that participants in the program have a realistic chance to persist in school and graduate from Utah State University. To accomplish these objectives Student Support Services provides services to enhance students' academic success, personal skills, and social skills. Providing services in these areas corresponds to the University's mission to support students' intellectual development, personal growth, and community advancement.*

<http://www.usu.edu/sss/>

**Multi-Cultural Student Services**

*The Office of Multicultural Student Services (MSS) provides direction for Utah State University's commitment to cultural diversity and for the recruitment, retention and development of its Native American, African-American, Asian-American, Pacific Island and Latino students. Our programs provide active outreach to local and Reservation schools and support our enrolled students through programs of academic, leadership and social development.*

<http://www.usu.edu/multiculture/>

**Disability Resource Center**

*The mission of the Disability Resource Center (DRC) is to provide qualified persons with disabilities equal access to University programs, services, and activities as required by the Americans with Disabilities Act and Rehabilitation Act of 1973. This is accomplished by fostering an environment which supports the understanding and acceptance of persons with disabilities throughout the University community, and the provision of reasonable and appropriate accommodations. The DRC affirms the right of persons with disabilities to obtain access in a manner promoting dignity and independence.*

<http://www.usu.edu/drc/>

**Academic Resource Center**

*The Academic Resource Center (ARC) provides services and programs that enhance students' academic performance and eases their transition to Utah State University. These services address the academic and developmental needs of students, are offered in collaboration with University faculty, staff and students, and meet the overall goals of the Division of Student Services.*

<http://www.usu.edu/arc/>

### **Women's Center**

*The Mission of the Women's Center for Lifelong Learning is to provide information, assistance, and referral concerning the opportunities and resources available on campus and in the community. The Center serves as an advocate for women, educating campus and community constituencies on the changing status of women and gender-based issues through a variety of program and activities open to women and men. The Center facilitates the exchange of information for personal and professional development for women students, faculty, and staff. The Center generates sources of financial aid and administers a financial assistance program for reentry female and male students. The Center with the assistance of an Advisory Board strives to maintain positive relations and a broad base of University and community support for the Center.*

<http://www.usu.edu/stuserv/womencen/>

### **Student Health Services**

*The Mission of the Student Health Service is to provide basic medical care with outpatient, primary care, pharmacy, laboratory and health education services to the students at Utah State University in a convenient environment.*

<http://www.usu.edu/health/HOME.html>

### **Career Services**

*Career Services supports the mission and goals of Utah State University by assisting students and alumni in exploring and pursuing meaningful careers over a lifetime. This is accomplished by providing a broad range of developmental programs and events delivered in a student-centered, state-of-the-art environment. These services include:*

- *Career exploration and counseling*
- *Co-op and internship opportunities*
- *Career employment and recruitment*
- *Testing and assessments*

*Career Services is a leader in continuously fostering positive partnerships with employers, students, alumni, faculty, staff, administrators, and the greater community. These external and internal partnerships are critical in helping students and alumni discover their career potential while sharing their success with their families, employers, and communities.*

<http://www1.usu.edu/career/>

### **Counseling Center**

*The USU Counseling Center provides confidential mental health services to students on the USU campus. By offering you a full range of counseling services in a friendly environment, we strive to help you achieve your personal, relational, and academic*

*goals while at USU. You might desire to have empathic support and genuine feedback for a difficult situation, learn useful self-management skills, improve your relationships, or resolve new or long-standing problem situations. Services include individual, group, and relationship counseling; crisis and consultative sessions; psycho-educational assessments; and informational presentations about student mental health issues. Services are free of charge for qualified students.*

<http://www.usu.edu/counseling/>

**Utah State University  
Social Work Program  
Faculty Interests List  
2007-2008**

Browne, Shannon	BS, Bowling Green State University JD, Ohio State University MSW, Columbia University	Clinical Practice with Individuals and Groups, Child Welfare, Forensic Child Welfare
Calloway-Graham, Diane	BS, Weber State University MSW, University of Utah PhD, University of Utah	Student Development, Women's Issues, Child Welfare, Social Work Practicums Teaching Innovations
Dawson, Susan	BS, University of Delaware MSS, Bryn Mawr College PhD, Bryn Mawr College	Community Organization Practice, Occupational and Environmental Health, Social Welfare Policy, Spirituality
Mohar, Carol	BSW, Northern Michigan University MSW, University of Michigan	Medical and Rehabilitation Social Work, Child Welfare, Social Welfare Issues, Human Behavior in the Social Environment
Peak, Terry	BA, State University of New York at Buffalo MSW, State University of New York at Albany PhD, State University of New York at Albany	Aging, Health Care, Policy, Women's Issues
Tollefson, Derrick	BSW, Utah State University MSW, University of Denver PhD, University of Utah	Child Welfare, Family Violence, Troubled Youth, Clinical Practice, Program Evaluation

## **Code of Ethics** *of the National Association of Social Workers*

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

### **Preamble**

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

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

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

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

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

### **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships,

integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** *Service*

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

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

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value:** *Dignity and Worth of the Person*

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

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

**Value:** *Importance of Human Relationships*

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

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

promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

\*\*\*For more information concerning the purpose and ethical standards of the Code, please see [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp).