BACHELOR OF SOCIAL WORK STUDENT HANDBOOK

2018-2019

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SOCIAL WORK PROGRAM FACULTY

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OVERVIEW

HISTORICAL ROOTS OF AULTMAN COLLEGE:

Aultman College is a health-system-affiliated institution of higher learning with a goal of educating exceptional healthcare professionals who positively impact society. Located in Canton, Ohio, the college is approximately one hour from Cleveland and Youngstown. It is affiliated with Aultman Hospital, Stark County's largest hospital and winner of numerous quality and value awards, including Magnet designation from the American Nurses Credentialing Center. Aultman Hospital serves a five-county area with Centers of Excellence in heart, cancer, neurosurgery, maternity, orthopedics, and emergency and trauma care.

The college's roots go back to 1892, when the Aultman Hospital School of Nursing was founded. Over the years, more than 3,000 graduates earned their diplomas from this institution. Recognizing the demand for nursing education beyond a diploma program, the school expanded its curriculum and became an incorporated college in 2004, changing its name to Aultman College of Nursing and Health Sciences. It is authorized by the Ohio Program of Higher Education and regionally accredited by The Higher Learning Commission to confer degrees in nursing, radiography, health sciences and social work. Graduates have gone on to work in hospitals, physician practices, schools, nursing facilities, public health settings, and other healthcare environments. Many graduates continue their education while employed. Students who wish to explore their healthcare career options are welcome to begin their foundational education coursework here to gain the experience of learning in a healthcare environment. Aultman College is committed to playing an important role in meeting the growing need for exceptional health sciences professionals in our community and the world.

SOCIAL WORK AS A PROFESSION:

Social work as a profession traces its historical roots to the late 1880's. In America this movement of social action was led by Jane Addams. In 1889 she founded Hull House in Chicago, Illinois. Here, education and recreational facilities were provided to immigrant women and children. The concept of the settlement houses; research, reform, and residence, provided the basic tenants of what has become modern social work practice.

Today social work practice defines itself as being a helping profession that assists clients in functioning optimally within their own environments. The client centered, person in environment approach is central to social work practice and separates itself from many other professional practices with its belief that society and environment play a role in an individual's ability to function. Social work practice celebrates human diversity and focuses

on economic justice of the population it serves. Social work is distinctive in its large focus on professional value standards and ethics.

A social worker is a change agent who is expected to be skilled at working with (and improving the lives of) individuals, groups, families, organizations, and communities. A wide variety of employment settings are available for social workers, including foster care, adoption, children's services, adult protection, probation and parole, public assistance, counseling, services to single parents, day care services, school social services, services to minority groups and to veterans, recreational services such as Boy Scouts and Y.W.C.A. programs, social services in health care settings, social services in community healthcare settings, palliative and/or hospice care, anti-poverty programs, social services in a nursing home and other services to the elderly, marital counseling, drug and alcohol counseling, services to persons with a physical or mental disability, research, and social action.

PROGRAM VISION
The vision of the Bachelor of Social Work (BSW) program is to provide collaborative, interdisciplinary generalist education within the vast local and national sectors of social work through community partnerships and adherence to the values and diversity of northeast Ohio community systems and agencies.

PROGRAM MISSION
The BSW program serves diverse students in an urban healthcare environment. The program is committed to the principles of promoting basic human rights, advocating for social and economic justice, and providing leadership by empowering social systems as a change agent to individuals, groups, and communities and within diverse populations and settings.

PROGRAM DESIGN:
The BSW curriculum is built upon a liberal arts foundation. Courses emphasize the interrelatedness of human behavior, social policy, research foundations, and field placement content requirements. The program is designed to prepare students for generalist social work practice in varied settings.

GENERALIST PRACTICE DEFINITION:
The BSW defines "*generalist practice*" as the application of knowledge, values, and skills of the general method of problem-solving, which spans the processes of engagement, data collection, assessment, intervention, evaluation, and termination. Preparation focuses on applying the method to individuals, families, groups, communities, and organizations. Key to this problem-solving approach is its applicability to multi-cultural contexts, focusing on the strengths inherent in the client/consumer and systems. At the core, the ethics and values of the social work profession guide this practice.

PROGRAM OVERVIEW:
1. Social work students primarily complete their foundational requirements during freshman and sophomore years. This includes some core courses that are

specifically required for the social work major including biology, psychology, sociology, and statistics courses. The liberal arts core curriculum includes 54 required credit hours from math, science, history, philosophy, and theology.

2. Most required social work courses for the major are upper-level courses in junior and senior years. Social work students invest over 66 credit hours in required coursework, including six (6) of field instruction and 15 of social work electives. Options exist for minors in healthcare and/or substance abuse.

3. During the senior year, students are engaged in either a two-semester field placement or a one semester "block" field placement. The two-semester experience requires 14-15 hours per week (210 hours total) per semester in supervised field placement. The block placement requires 28-30 hours per week (420 hours total) in a one-semester supervised field placement. The program field coordinator guides students through an extensive matching process during the final semester of their junior year to choose placement sites. As the signature pedagogy of BSW programs, field placement and field education serve as the central vehicle through which students apply classroom curriculum with supervised practice experiences and real client systems and are socialized into the professional culture.

4. In many states, including Ohio, students graduating with a BSW can take the licensure exam to be a Licensed Social Worker (LSW). In Ohio, the licensure exam can be taken in final semester of the senior year to prepare for employment. Licensure requirements vary by state; see www.aswb.org for state-specific information.

PROGRAM GOALS:
1. Prepare students for beginning social work practice in a generalist setting. This includes meeting licensure requirements and developing self-awareness and responsibility to pursue lifelong learning through professional development.

2. Encourage students to recognize their own heritage and cultural background while gaining knowledge and perspective on other cultures, ethnic groups, and religions that may differ from their own values and views.

3. Practice according to principles, values, and ethics that guide the social work profession and utilize those practices to effectively advocate for social and economic justice within the communities they serve.

4. Develop an understanding of the various settings of social work practice and how they intersect with other generalist practice settings.

5. Develop critical thinking skills in deciphering social work research literature to enhance knowledge base and skill set for social work practice.

6. Begin identifying, utilizing, communicating with, and networking with community resources in social work practice.

CURRICULUM

BSW students must fulfill foundational education core curriculum and social work course requirements. The formal social work curriculum is designed and arranged into the following four educational areas:

1) Professional Foundation
2) Practice Foundation
3) Professional Practice
4) Field Experience

1) **The Professional Foundation** courses prepare students to be grounded in the purpose, history, values, ethical principles, and theoretical and practice concepts of the social work profession. These courses introduce students to the knowledge, values, skills, and cognitive and affective processes associated with competence in generalist practice.

2) **The Practice Foundation** courses provide students with the foundation needed for competent generalist practice with individuals, families, groups, communities and organizations in our unique urban context. They also provide context to accomplish Program Goal #2**:** Encourage students to recognize their own heritage and cultural background while gaining knowledge and perspective on other cultures, ethnic groups, and religions that may differ from their own values and views.

3) **Professional Practice** courses build upon and support the Practice Foundation, preparing students to be effective change agents through evidence-based practice, advanced social policy analysis, and policy practice in the global environment. This curriculum focus ensures that students are prepared to engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Students are challenged to advance their critical thinking capacities through scientific inquiry and examination of the impact of globalization on world populations. These courses will require that students transfer to a larger, global context the skills, knowledge, values, cognitive and affective processes, and behaviors needed for beginning generalist practice. These courses help achieve Program Goal #3: Practice according to principles, values, and ethics that guide the social work profession and utilize those practices to effectively advocate for social and economic justice within the communities they serve.

4) **The Field Experience** course sequence provides students with a clear and supported process to integrate the classroom with the 420 hours of actual practice in a highly supervised, real urban social work practice setting. This sequence accomplishes all six program goals. The field setting, as the final measure, will require students to fully demonstrate in a real practice setting the skills, knowledge, values, cognitive and affective processes, and behaviors needed for beginning generalist practice.

CURRICULUM MAPPING:

Professional Foundation	Practice Foundation	Professional Practice	Field Experience
The Social Work Profession	Multicultural Competence	Social Welfare Policies and Programs	Social Work Field Practicum I
Social Work Across the Lifespan	Human Behavior and the Social Environment I: Micro	Social Work Research I	Social Work Field Practicum II
Social Work Ethics	Social Work Practice I: Individuals	Human Behavior and the Social Environment II: Macro	Social Work Field Capstone
Social Work Field Seminar	Social Work Practice II: Groups	Social Work Research II	
	Social Work Practice III: Families	Social Work Practice I Lab	

Social Work Course Requirements

Course Prefix	Course Title	Credit Hours
SLS 105	Distance Education Foundations	1.0
HSC 115	US Healthcare Systems	3.0
ENG 105	College Composition I	3.0
ENG 107	College Composition II	3.0
COM 138	Professional Communication	3.0
MTH 205	Statistics	3.0
PHL 104	Medical Ethics	3.0
PHL 114	World Religion	3.0
PSC 105	American Government	3.0
PSY 111	Introduction to Psychology	3.0
PSY 211	Human Growth and Development	3.0
SOC 121	Introduction to Sociology	3.0
SOC 305	Sociology of Health and Illness	3.0
BIO 110	Human Biology	3.0
BIO 110L	Human Biology	1.0

BIO 212	Neuroscience	3.0
BIO 212L	Neuroscience Lab	1.0
BIO 214	Biological Psychology	3.0
BIO 325	Psychopharmacology	3.0
HSC 130	Helping Skills	3.0
TOTAL		54 Hours

Required Core Courses		
Course Prefix	**Course Title**	**Credit Hours**
SWK 105	The Social Work Profession	3.0
SWK 107	Social Welfare Policies and Programs	3.0
SWK 225	Multicultural Competence	3.0
SWK 331	Social Work Research I	3.0
SWK 233	Human Behavior and the Social Environment I: Micro	3.0
SWK 306	Human Behavior and the Social Environment II: Macro	3.0
SWK 311	Social Work Across the Lifespan	3.0
SWK 227	Social Work Ethics	3.0
SWK 405	Social Work Practice I: Individuals	3.0
SWK 405L	Social Work Practice I Lab	3.0
SWK 407	Social Work Practice II: Groups	3.0
SWK 421	Social Work Practice III: Families	3.0
SWK 410	Social Work Research II	3.0
SWK 415	Social Work Field Practicum I	3.0
SWK 417	Social Work Field Seminar	3.0
SWK 430	Social Work Field Practicum II	3.0
SWK 432	Social Work Field Capstone	3.0
TOTAL		51 Credits

Minors/Electives		
A minor consists of 15 credits in one of the following two categories. Students not choosing a minor must select 15 credits from both categories—three courses from one category and two from the other.		
Healthcare		
ECN 225	Economics of Healthcare	3.0
PSC 305	Politics of Healthcare	3.0
HSC 360	Navigating the Health System	3.0
SWK 333	Medical Social Work	3.0
PSY 222	Death and Dying	3.0

Substance Abuse		
HSC 275	Addiction and Addictive Behaviors	3.0
SOC 218	Alcohol, Drugs, and Society	3.0
SWK 325	Substance Abuse	3.0
SWK 412	Substance Abuse Treatment	3.0
SWK 424	Group Concepts in Substance Abuse	3.0

SOCIAL WORK CURRICULUM COURSE DESCRIPTIONS:

SWK 105 - The Social Work Profession: Introduction to the historical development of the social work profession. The course includes an introduction to the foundational knowledge, skills, and values needed for the social work profession. The development of critical

thinking, self-awareness and self-help skills, problem solving skills, and an appreciation of diversity will also be addressed.

SWK 107 Social Welfare Policies and Programs: Study of federal, state, and local social welfare policies and programs. Examination of policies and programs which target reducing poverty, oppression, and discrimination. Special emphasis on how such factors influence healthcare delivery, health disparities and inequities, and healthcare access across multiple populations.

SWK 225 Multicultural Competence: Overview of methods of inquiry in the social sciences used to develop the knowledge and skills necessary to work and relate effectively in diverse settings and with diverse populations. Covers historical and modern issues of discrimination in the U.S. and how they have impacted society. Emphasizes the need for multicultural competency to be an engaged and informed citizen in a democratic society as well as how to provide culturally competent practice in social work.

SWK 227 Social Work Ethics: Introduction to social work practice skills with an emphasis on professional ethics. Students will think critically regarding Social Work Code of Ethics as it relates to agency and governmental policy and how at times they can intersect, creating ethical and boundary issues for social work practice. Students will practice navigating ethical boundaries while advocating for a client. *Prerequisite: SWK 105*

SWK 233 Human Behavior and the Social Environment I: Micro - Analysis of human behaviors to guide assessment, intervention, and evaluation of social work practice at the micro level. Includes theories such as psychoanalytic, behavioral, ecological, and normative life stages. Learners will understand and apply theories of development to exhibited client behaviors in their practices. *Prerequisite: SWK 105*

SWK 306 Human Behavior and the Social Environment II: Macro - Analysis of groups, systems, and community organizations to guide assessment, intervention, and evaluation of social work practice at the macro level. Includes theories such as systems theory, social justice, oppression, and basic human rights and how they relate to behavior within policies and large system changes. *Prerequisite: SWK 233*

SWK 311 Social Work Across the Lifespan - An exploration of the issues and needs experienced by individuals across the lifespan from birth to end of life. The course examines techniques, policies, and programs effective at all stages of the lifespan. *Prerequisite: SWK 105*

SWK 325 Substance Abuse – This course introduces students to the types of substance use disorders and considers relevant social policies and societal attitudes toward substance abuse.

SWK 331 Social Work Research I – This course provides the foundation for evidence-based professional healthcare practice through an overview of the role of research in the development of healthcare delivery. The student will critically review current research and understand its impact in the development of practice guidelines and policy.

SWK 333 Medical Social Work - An overview of the roles social workers play in healthcare, theories and models of care, cross-cultural issues, and the variety of medical settings, situations, and roles of social workers. Students will develop skills in engagement, assessment, intervention, resource management, and referral so they can support clients across a range of health conditions.

SWK 405 Social Work Practice I: Individuals – This course examines the application of the social work process for working with individuals from intake to termination. It also discusses theories relating to therapeutic relationships.

SWK 405L Social Work Practice I: Lab – This course covers the social work process from intake to termination through use of multimedia recording, editing, and standardized documentation to enhance application of practice with individuals. *Must be taken congruently with SWK 405*

SWK 407 Social Work Practice II: Groups – This course covers the application of practice skills with groups through understanding of group dynamics, formation of groups, and group processes in social work practice. *Prerequisites: SWK 405, 405L*

SWK 410 Social Work Research II – This course applies quantitative and qualitative social research methodology and techniques of gathering, analyzing, and interpreting data. It includes evaluation of research reports for relevance to practice with at-risk populations and requires an undergraduate research component using quantitative or qualitative approaches. *Prerequisite: SWK 331*

SWK 412 Substance Abuse Treatment – This course provides current information to enhance the student's ability to work effectively with individuals and families who are directly and indirectly affected by substance abuse. It also includes an overview of policy and practice issues related to working with substance users and evidence-based interventions to assist individuals. It covers principles and practices in screening individuals for, assessing, and diagnosing substance use disorders, as well as models and methods for substance abuse treatment planning and goal setting. *Prerequisites: SWK 405, 405L*

SWK 415 Social Work Field Practicum I - First of two field practicum courses where students apply social work practice knowledge to practice in agency settings. Course includes individual learning experiences under the supervision of an agency field instructor, with guidance from the faculty-field liaison. *Prerequisites: SWK 405, 405L, SWK 233 and Permission of Instructor*

SWK 417 Social Work Field Seminar I - Faculty-field liaison uses individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites. Application of prior social work coursework will be applied to engage the students in learning more about their assigned agency. *Co-Requisite of SWK 415*

SWK 421 Social Work Practice III: Families - An exploration of family social work practice, focusing on system dynamics and subsystems within them and how to navigate

family members through the social work process. *Prerequisite: SWK 407*

SWK 424 Group Concepts in Substance Abuse - Students will explore motivational interviewing, relationship, and group techniques relevant in working with substance abusers in small or large group atmospheres. Attention will be given to group dynamics for the addiction population and understanding the roles played within the substance abuse group. *Prerequisite: SWK 407*

SWK 430 Social Work Field Practicum II - Individual learning experiences under the supervision of an agency field instructor, with guidance from the faculty-field liaison. *Prerequisite: SWK 415 and 417*

SWK 432 Social Work Field Capstone - Individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites. Includes preparation work for licensure exam as well as resume/portfolio writing and mock interview practice for the social work career. **Co-Requisite of SWK 430*

CODE OF ETHICS
Social workers must practice within the guidelines of the NASW Code of Ethics, which is covered extensively in your course work. This link takes you directly to the NASW Code of Ethics http://www.naswdc.org/pubs/code/code.asp.

COMPETENCIES AND PRACTICE DIMENSIONS:
The BSW is guided by the educational standards established by the Council on Social Work Education (CSWE) which sets national accreditation standards for bachelor level social work programs. CSWE has provided competencies that students must complete during course work and internship to be considered competent to practice social work.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) 2015 EDUCATIONAL COMPETENCIES
Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1. 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 as appropriate to context;

2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

4. use technology ethically and appropriately to facilitate practice outcomes; and

5. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and

3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably

and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

1. use practice experience and theory to inform scientific inquiry and research;

2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

3. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

2. assess how social welfare and economic policies impact the delivery of and access to social services;

3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

5. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

1. select and use appropriate methods for evaluation of outcomes;

2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

FIELD EDUCATION

PURPOSE

The BSW program prepares entry-level generalist social workers that recognize client strengths, resilience, and resources needed to empower them toward optimal functioning in their environments. The purpose of the social work field experience is to allow students to apply concepts and theories learned in the classroom to real practice in the community in a service orientation of the student's choosing. The BSW uses the urban communities of Stark County and surrounding urban areas to help students understand generalist social work practice in various practice settings. The field internship program emphasizes training students to practice foundational and core social work skills acquired in the classroom to provide effective person-centered care and resource referral in their practice environment. To promote student learning, the field education environment and experiences are systematically developed and supervised by competent practitioners and then coordinated and evaluated to promote student achievement of social work competencies. By the end of the field placement, students should be ready to assume the responsibilities of an entry-level social work position.

STEPS TO ENTERING FIELD:

1. Students registering for **SWK 405 Social Work Practice I: Individuals** must notify the field coordinator of their intent to begin field by submitting a completed "Field Application." Students must meet the following criteria to submit a Field Application:
   a. Good academic standing as defined by college (overall GPA of 2.0 or better).
   b. Successful completion or current grade of C or above in SWK 407 Social Work Practice I: Individuals and co-requisite SWK 407L Social Work Practice I—Lab required social work courses (C grade or better).
   c. Submission of an updated resume
      i. If requesting to complete field experience at current place of employment, also submit "Field at Place of Employment
2. Students are notified of acceptance in writing by the Field Coordinator.
3. The field coordinator meets with students to help select field agency sites and then contacts those agencies to determine interest in supervising field experiences. The field coordinator notifies students and shares agency contact information for their selected sites.
   a. Students set up interviews with agencies. All Students are required to complete at least two (2) interviews.

4. Following the interview, the student provides the agency with the Field Agency Interview Form and instructs the field site to email the form back to the field coordinator indicating whether the agency accepts the student.
5. Students submit to the field coordinator an "Agency Selection Form" when they choose a field site.
6. The field coordinator notifies field sites of student decisions and confirms placement with students. Students are then responsible to contact field sites to determine additional agency requirements (i.e., background checks, drug screen, physical, etc.).

FIELD FORMAT OPTIONS

Two options exist for field placement; each requires that the student accumulate **420** hours in the field practicum. These options include:

TWO-SEMESTER FIELD PLACEMENT: Each senior student will complete a field placement Two options exist for field placement, each requiring students to complete 420 hours in the field practicum. These options include:

BLOCK FIELD PLACEMENT

A block field placement is a one-semester placement in which a student spends three to four full days at an agency (30 hours/week, 420 total hours) and earns six (6) credits. The midterm evaluation (see the "Field Evaluation Form" located in the Appendix) is scheduled at approximately 180 hours. Final evaluation will occur during the last weeks of placement.

TWO-SEMESTER FIELD PLACEMENT

A two-semester placement requires the student to spends two days per week at an agency while earning three (3) credits/semester (14-16 hours per week, 210 hours per semester, 420 hours total over two semesters). Days of the week are flexible. The two-semester placement allows students to take other classes during each semester, but students are reminded that ALL required social work courses must be successfully completed (with a grade of "C" or above) before they can register for field placement. In a two-semester placement, the midterm evaluation is scheduled within the first **100** hours of a semester. Final evaluations will occur at the end of each semester.

Work hours can vary based on agency and student needs, but students must adhere to a regular schedule provided to the field instructor before the beginning of each week, discussing needed changes before the work week begins.

Students follow the academic calendar and are not permitted to accrue field hours while on academic break or when the school closes due to weather or emergency. Students must contact the field site when emergency closing occurs and arrange to make up the time.

Students unable to work as scheduled (illness or emergency) must contact the field site to report off. Frequent absences will affect the student's professionalism rating on the evaluation, so students should be cautious about reporting off.

Students are accountable to practice according to the NASW Code of Ethics and the Ohio State Code of Professional Conduct (OAC 475-7-5-01). Failure to comply may result in disciplinary action according to college policy. Consequences may include:

 a. Reduction of grade
 b. Failure of field placement
 c. Delayed graduation
 d. Dismissal from the social work program or the college

Students must follow agency policies and procedures, including company dress code. Field instructors reserve the right to send a student home when in violation of the dress code.

ADVISING AND ADMISSION

ADVISING

The ongoing assistance and counsel of program faculty is important as students develop into generalist practitioners. The goals of advisors include the following:

 A. Role modeling social work practice values and professionalism.
 B. Assisting students in assessing their aptitude and motivation for a social work career.
 C. Providing ongoing review of student educational performance in all program areas.
 D. Guiding course selections to prepare students for practice that consistent with their interests.
 E. Availability to discuss student personal or academic concerns and to link students with needed services.
 F. Assisting and advising students in obtaining employment after graduation.
 G. Providing information about graduate school and assisting students interested in pursuing this option.

Academic advising and dialogue with social work faculty helps students assess their abilities and capacity for a social work career. Student performance is evaluated at the end of each semester to establish appropriate progression in the program and assist with choosing elective courses and other related experiences to provide depth and breadth to the educational experience. *Academic credit is not given for life experience.*

The program director works closely with the college registrar to evaluate whether students have met all program graduation requirements. Students will be assisted by academic and faculty advisors throughout the social work program, and records of advising will be kept according to college policy and procedures. However, students bear the ultimate responsibility for completing all college and program graduation requirements.

DIRECT ADMISSION TO SOCIAL WORK:
Students who meet college and program admission requirements become social work majors upon admission, or upon choosing the social work major following admission. Students are assigned a faculty advisor with whom they must regularly meet during their program studies. Advising assists with timely completion of program curriculum.

REGISTRATION
Students are responsible to fulfill all requirements for degree completion; social work majors must meet each semester with their assigned academic advisor to plan for the next semester. The advising meeting will check that academic requirements are being met for program and foundational curriculum and that students are attending to matters pertinent to professional planning. Course registration is blocked until students complete advising requirements.

Academic Classifications
Freshman: A student who has earned 0 – 39 credit hours.
Sophomore: A student who has earned 40-79 credit hours.
Junior: A student who has earned 80-99 credit hours.
Senior: A student who has earned 100 credit hours or more.

Student Classifications
Students are classified each semester based on registration as one of the following:
Full-time student: 12 semester hours or more
Part-time student: Three-fourths time: 9-11 semester hours
Half-time: 6-8 semester hours
Less than half-time: 5 or fewer semester hours

SATISFACTORY PERFORMANCE:
An overall grade point average (GPA) of 2.0 is necessary to graduate from Aultman College with a social work degree. Students must earn grades of "C or better" in required social work program courses. Students earning grades below "C" in required program courses may repeat those courses according to college policy.

POLICIES

LIFE EXPERIENCE CREDIT POLICY
The program's field experience is of central importance to the educational development of the social work student; therefore, life and prior work experience are not considered substitutes. The structure of the field experience is critical to meeting program learning outcomes, and key elements of that structure are supervision and learning to work with others individually and in groups. **As a result, the BSW program does not accept academic credit for past life/work experience unless it is part of academic credit awarded by a social work program accredited by the Council of Social Work Education (CSWE).**

STUDENTS WITH FELONY CONVICTIONS

Felony convictions may limit where students can be placed for field work, where they can be employed as social workers, and whether they can obtain an Ohio license to practice social work. Decisions on these issues are often made on a case by case basis, considering when the felony occurred the level of the conviction/charge. Students should make a full disclosure on the field application and be aware that field agencies may require students to submit to a criminal background check and/or drug screen prior to field placement. Students may discuss their situations and questions with the field coordinator or the program director.

TRANSFER CREDIT POLICY

Transfer credit analysis is conducted after a student is accepted into the college. Only official English language transcripts will be reviewed to determine which course(s) from previously attended educational institutions will transfer. A transcript is considered official when stamped with the official school seal, signed by the appropriate school official, and received in a sealed envelope from the originating institution.

Typically, previous coursework will be accepted as transfer credit, provided that:

- The credit was awarded by a post-secondary institution accredited by one of the six regional accrediting associations. (Please Refer to the College Catalog *Transfer Credit Policy* for further information)

ACCOMMODATIONS

Because social workers work with highly vulnerable populations, their verbal and written communications must be clear. They must be able to demonstrate empathy for the client while thinking and acting logically, quickly, and decisively. With or without accommodations, social work students must develop basic skills, including empathy, communication, and problem-solving, and demonstrate them in required videotapes, role plays, and field experiences throughout the program course work.

Students who need reasonable accommodations to accomplish these skills should discuss these needs with the program director, field coordinator, and/or the Student Success Center coordinator.

The Student Success coordinator assists with accommodations to support the academic activities of students with disabilities related to academic or non-academic issues such as physical or mental impairments. The SSC coordinator oversees the process for students to request accommodations:

1. Complete a Request for Accommodations Form (available on the student portal, college website, or in the SSC). This form assists in determining the basis and nature of a student's request for reasonable accommodation.
2. Obtain supporting documentation from an appropriate healthcare provider.

a) Documentation must be on the practitioner's letterhead, typed, dated, signed, and otherwise legible.
b) Name, title, and professional credential(s) of the evaluator, including information about licensure or certification as well as the area of specialization must be clearly stated in the documentation.
c) Documentation must confirm the specific diagnosis of the disability and include:
      i. The nature, severity, and past and future duration of the disability.
      ii. The activity or activities that the disability limits.
      iii. The extent to which the disability limits the student's ability to perform the activity or activities.

Documentation must contain specific recommendations for reasonable accommodations. For example:
1) Extra time for test taking and how much extra time is required.
2) Extra time for quizzes and how much extra time is required.
3) A separate room for testing.
4) A quiet room for testing.

Documentation must contain results of standard tests to support the diagnosis.
1) Testing must have been administered within the last three years.
2) This testing is valid throughout the student's continuous enrollment at Aultman College.

Documentation must also include:
1) The duration of time these special accommodations are needed. 2) For example: the number of semesters or until graduation

Appropriate healthcare provider guidelines. (Professionals conducting and rendering diagnoses for special accommodations must be qualified in the specialty to accurately assess and diagnose the disability for which the student seeks special accommodations.)

For Learning Disabilities:
1) Licensed psychologists or neuropsychologists should show clear and specific evidence of diagnosis of impairment and statement of functional limitations.

For Psychological Disabilities:
1) Licensed psychologists or neuropsychologists should show clear and specific evidence of diagnosis of impairment and statement of functional limitations.

For Medical Disabilities, Mobility Impairments, Visual and Hearing Impairments
1) Licensed physicians should show clear and specific evidence of diagnosis of impairment and statement of functional limitations.

Submit the completed/signed form along with the documentation from the appropriate healthcare provider to the SSC.

All documentation will then be reviewed by the SSC for consideration. The information provided by the student will be treated confidentially and will be handled on a need-to-know basis.

If an accommodation is approved, a letter will be sent to the student verifying his or her eligibility. If a student wishes to utilize the granted special accommodations, it is then the responsibility of the student—each semester—to submit a copy of this letter to the instructor of each course for which he or she wishes to apply the special accommodations.

TUTOR POLICY

- Aultman College students may participate in face-to-face tutoring in the SSC free of charge. Prescheduling or appointments are not required unless otherwise noted on the tutor schedule. A tutor schedule is provided to students each semester.
- eTutoring is provided free of charge through the Ohio eTutoring collaborative and is available to all Aultman College students. A tutor schedule is provided online to students each semester.
- The SSC supplies a list of private tutors, but does not warrant, endorse, or guarantee the quality or any other aspect of the services provided by a private tutor. Private tutors are self- employed and will individually set their own charges per hour. The student hiring the tutor pays the tutor directly. Aultman College is not responsible for any charges incurred under these arrangements. Private tutoring services may be utilized by any Aultman employee or student.

ACADEMIC STANDING

GOOD ACADEMIC STANDING

A minimum cumulative GPA of 2.00 is considered good academic standing. Refer to the Program Progression Policy section of program-specific academic policies for minimum grade requirements to ensure progression toward a degree.

ACADEMIC PROBATION

A student with a cumulative GPA less than a 2.00 at the end of any semester or in any specified course as designated in the Program Progression Policy, will be placed on academic probation. Students on academic probation are strongly encouraged to access all learning support services offered by the college. Students on academic probation are not permitted to hold or run for office in any student organizations. Students placed on academic probation have one (1) semester to bring the cumulative GPA to a 2.00 or better. Students not meeting this requirement will be academically dismissed from the college.

WITHDRAWAL

WITHDRAWAL FROM THE COLLEGE

A student who is considering withdrawal from Aultman College, thereby discontinuing enrollment, must make an appointment with an academic advisor. The student must complete the Change in Registration Form and the Student Separation Form located in the main office or on the college website. Withdrawal from the college is not official until these

documents are completed, returned, and processed. Students receiving financial aid must contact the Financial Aid Office regarding withdrawal.

ADMINISTRATIVE WITHDRAWAL

Aultman College may at any time require the withdrawal of a student when it is believed that such action is in the best interest of the institution or the student. The withdrawal could take place because of a student's conduct, academic standing, or general influence that Aultman considers undesirable, either for the student's sake or the sake of the college. Such action will take place only after careful consideration of pertinent information.

A student can be Administratively Withdrawn including, but not limited to the following circumstances:
1. Lack of attendance.
2. Inappropriate conduct as defined by college policies.
3. Unsafe clinical performance as defined by program standards.
4. Mid semester dismissals.

REFUND DUE TO WITHDRAWAL

The college's refund policy and the date the completed Change in Registration Form is returned to the Academic Advisor will determine tuition refunds. Please see the Withdraw/Refund Policy. A change in registration fee will not be assessed when withdrawing from the college.

RE-ENROLLING AFTER WITHDRAWAL

A student re-enrolling to Aultman College must reapply for admission and meet admission criteria in effect at the time of reapplication.

DISMISSAL FROM THE COLLEGE

A student may be dismissed from the college for academic and/or financial reasons, or through any violation of the Student Code of Conduct. Any student being dismissed will be notified by the college and must cease attending classes. The student may need to see the Financial Aid Administrator to complete paperwork if the student is receiving financial aid. Please refer to the financial aid policies in this handbook for more information. A student who is dismissed from the college is not entitled to reimbursement of tuition and fees.

RE-ADMISSION AFTER DISMISSAL

A non-degree seeking student who has been dismissed from the college must re-apply if he or she wishes to return to classes at Aultman College. Students enrolled in a degree program should refer to the program-specific academic policies for information regarding re-admission after dismissal from a specific program.

ACADEMIC APPEAL PROCESS

Students have the right to appeal a grade or academic decision that they believe has been made in error or is unfair. The student should first try to resolve the matter informally by scheduling a meeting and having a discussion with the course faculty who are directly

involved. This informal process should be initiated within 48 hours of the incident or of receiving the grade (excluding weekends and holidays.) If there is a question concerning an assigned test/quiz/paper grade, the student should provide written documentation why the grade is unacceptable. If the concern is a test question, documentation should include citations from two scholarly, peer-reviewed resources (such as textbooks).

Grade changes will be individually assessed, and a decision will be forwarded to the student by the course faculty. If a satisfactory resolution cannot be achieved, the student may initiate a formal written appeal to the division dean.

FORMAL WRITTEN APPEAL PROCESS

The formal written appeal process must be initiated within seven calendar days of the meeting with the faculty member or the student's right to appeal will have been waived. The student will be advised by the division dean at the time of initiating the appeal as to whether he/she should continue attending class. The written documentation contained in the appeal must include:
- Date letter of appeal is submitted
- Student name
- Course name, course number and semester
- Faculty member name
- Date of the meeting with the faculty member
- Reason for further appeal
- Desired outcome

The student or faculty member may request a discussion of the appeal with the parties specifically involved, either individually or together, as deemed appropriate by the division dean, who will request documentation of the meetings between the student and faculty member.

The dean may select an academic committee to evaluate, review, and recommend a decision based on the committee's investigation. The dean will review all documentation, records, policies, and procedures to determine the final decision. The dean will notify the student and faculty member in writing of the final decision within 14 calendar days of the dean's receipt of the student's written appeal. The decision of the division dean will be final.