

IDAHO STATE UNIVERSITY

SOCIAL WORK STUDENT HANDBOOK



Welcome to the Social Work Program at Idaho State University! A career in social work is filled with meaning, action, diversity and satisfaction. As Social Work Program Faculty, we are honored to be a part of your educational and career journey.

This handbook is designed to familiarize you with the field of Social Work, the ISU Social Work Program, and student resources. A copy of the Student Handbook is available on our Department homepage <http://www.isu.edu/departments/sociolog/socialwork.shtml> or in hard copy form in our offices at the Kegel Liberal Arts Building, #323.

We encourage student involvement and welcome your questions, comments, and concerns.

Best Wishes!

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Non-Discriminatory Policy

The Social Work Program at ISU does not discriminate on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. This policy is applicable to every aspect of the program.

STUDENT HANDBOOK

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Social Work: A Professional Career

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

(CSWE Educational Policy and Accreditation Standards, 2008)

Professional social workers assist individuals, groups, and communities in restoring or enhancing their capacity for social functioning, while creating societal conditions favorable to their goals. The practice of social work requires knowledge of human development and behavior, of social, economic and cultural institutions, and of the interaction of all these factors. Social work is a profession devoted to helping people function the best they can *in their environments*. This not only means providing services or therapy directly to people, but also working for change to improve social conditions.

The phrase "in their environments" points to a distinguishing characteristic of social work—one that sets it apart from other helping professions. Social workers help clients deal with how they feel about a situation and with what they can do about it. As a social worker, you will help people overcome some of the most difficult challenges in life including discrimination, poverty, mental illness, abuse, addiction, physical illness, loss, disability and educational problems. Social workers help prevent crises as well as counsel individuals, groups, families, and communities to cope more effectively with the stresses of everyday life (NASW, <http://www.socialworkers.org/>, 2009).

Professional social workers can be found in almost every facet of community life including public and private agencies serving schools, hospitals, prisons, senior centers, residential living facilities, mental health clinics, military organizations, and corporations. Idaho State University (ISU) graduates are employed within many different service areas including the following: the Idaho Department of Health and Welfare in areas such as family and children's services, mental health, and developmental disabilities; the Idaho Department of Corrections including juvenile justice, adult probation and parole, and correctional centers; alcohol and drug treatment programs; and small non-profit community agencies offering services for mental health, domestic violence, disabilities, and seniors. Many of our graduates go on to graduate schools in social work or related fields for more specialized education that allows for private or consultative practice such as individual, family and group counseling, community organization, research and administration.

The social work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip the

professional social worker to combine the desire to help others with the knowledge, skills, values, and ethics necessary to provide that help.

To be a social worker one must have a degree in social work from a college or university program accredited by the Council on Social Work Education. The undergraduate degree, such as that offered at ISU, is the Bachelor of Arts in Social Work (BASW) and prepares graduates for generalist entry-level work. Graduate degrees include the Master of Social Work (MSW), which enables graduates to engage in more advanced clinical practice, and the Doctorate in Social Work (DSW) or PhD, which is useful for conducting research or teaching at the university level. Degree programs involve classroom study as well as practical field experience.

Most states, including Idaho, require practicing social workers to be licensed, certified, or registered, although standards vary. Contact the state regulatory board directly (<https://secure.ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=SWO>) or the American Association of State Social Work Boards (www.aswb.org) for a list of regulatory agencies or for a comparison of state regulations.

The National Association of Social Workers (NASW) is the largest membership organization for social workers in the world. To discover additional information about the profession of social work, we encourage you to browse the NASW website at:

<http://www.socialworkers.org/pressroom/features/general/profession.asp>

Is Social Work the Right Career Choice for You?

If you are looking for a career with meaning, action, diversity, satisfaction, and flexibility, then consider social work. Social workers are people who care about people, who want to make things better, who want to relieve suffering, and who want their work to make a difference (NASW, <http://www.socialworkers.org/>, 2009).

Characteristics of effective social workers include:

- A general belief in people's potential for positive change and a sense of commitment to the well-being of other people
- A commitment to helping individuals, groups, and community systems function effectively and to helping meet their needs to the greatest extent possible
- Strong analytic and communication skills, both verbal and written
- A non-judgmental and non-punitive attitude toward people with problems

- An interest in people and the ability to form effective working relationships with different kinds of people from many different backgrounds
- A willingness to abide by the National Association of Social Workers (NASW) Code of Ethics
- An understanding of the need to acquire the knowledge and skills necessary to work effectively in a helping relationship with others and to fight realistically and effectively against social problems
- Sufficient objectivity, emotional stability and a healthy self-concept to be able to focus on the needs of clients with whom you work rather than trying to use your clients to meet your own needs

For more information about social work as a career, we encourage you to visit NASW's website: <http://www.socialworkers.org/pubs/choices/default.asp>

The Idaho State University Social Work Program

Mission Statement

The Social Work Program is accredited by the Council on Social Work Education at the Baccalaureate level. The mission of the social work program at Idaho State University is to prepare students to work as professionals in entry-level social work generalist practice. It is the program's vision that graduates will work within the social work profession by 1) contributing to the enhancement of quality of life, 2) empowering individuals, families, groups, and communities, and 3) advancing human rights and social and economic justice. Consistent with the University mission, the Social Work Program strives to develop students who think critically and are able to provide health related and other professional social work services within agencies and programs to the people of Idaho, the Nation, and the World.

The Social Work Program

The Social Work Program is located within the Department of Sociology, Social Work and Criminal Justice in the College of Arts and Letters. It offers a Bachelor of Arts in Social Work (BASW) degree program fully accredited by the Council on Social Work Education (CSWE), the national accrediting agency.

The Social Work Program prepares qualified students for entry level generalist social work employment positions that focus on working with persons in micro, mezzo, and macro practice

settings. The generalist approach emphasizes the importance of the client's relationship to the environment and requires that students gain skills in assessment, problem-solving and resource development in order to work with people of all ages and backgrounds. Students are equipped with basic knowledge, professional values, skills and methods for entry-level professional social work practice. Generalist practice is grounded in the liberal arts and the person-in-environment perspective. In order to promote human and social well-being, generalist practitioners utilize a range of prevention and intervention methods in practice with individuals, families, groups, organizations and communities. Generalist practice requires application of ethical principles and critical thinking as well as the synthesis of professional knowledge, values and skills into a problem solving framework. The generalist model further elaborates the importance of working with individuals in the context of their environments and an appreciation for the understanding of the impact of diversity and culture, as well as the potential to employ strengths and resiliency.

The generalist model involves the problem solving process of engagement, assessment, intervention, and evaluation.

Central to the Social Work Program is a commitment to human and social well-being. Our Program strives to support students in their development as practitioners who identify with the social work profession and are able to apply ethical principles and critical thinking in practice. Students are prepared for the delivery of social work services that improve and enhance individual, family, group and community functioning including the elimination of social injustices that deny human dignity and opportunity. Students are encouraged to incorporate diversity in their practice and advocate for human rights and social and economic justice by recognizing, supporting and building on the strengths and resiliency of all human beings. In carrying out these practices, the Program is committed to fostering respect for students' values and life experiences and to helping students integrate those values and experiences into their professional education and practice.

The goals of the Social Work Program are:

1. Preparation of students for beginning generalist social work practice with individuals, families, groups, organizations and communities (i.e. micro, mezzo and macro systems)
2. Preparation of students to develop an identity which will incorporate the values, principles and ethics of the social work profession
3. Preparation of students as beginning social work generalists who link social research and social work practice
4. Preparation of students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation and professional foundation
5. Preparation of students to work with diverse, vulnerable, oppressed and disadvantaged populations as well as advance human rights and social and economic justice

Upon completion of the program, students are expected to have achieved ten core competencies as outlined in the CSWE 2008 EPAS:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

For detailed information on each of these competencies, please refer to:

<http://www.cswe.org/File.aspx?id=13780>

As a graduate of the Social Work Program, the student is eligible to apply for licensure as a social worker in the State of Idaho. Many excellent career opportunities for social workers are available in the areas of family and children's services, adult and juvenile corrections, health care, community mental health, and services for senior citizens.

Social Work Program History

The Social Work Program at Idaho State University was established in 1966 with the development of one master's level Social Work faculty position through a grant from the Idaho Department of Health and Welfare in response to the need for trained social workers. The Program was initially housed within the Department of Sociology and Anthropology. In 1970, the Health and Welfare grant expired, and the Social Work faculty position was established through Idaho State University funds. In 1971, the program became accredited by the Council on Social Work Education (CSWE) for a five-year period. A core curriculum of five courses was developed and a second fulltime MSW position was created in 1972 through funds awarded by the Idaho State Board of Education. In 1976, the Social Work Program lost its accreditation due to needs for course additions, sequencing, and field instructor training. From 1976 to 1978 the program underwent a two-year curriculum building process to meet changing standards and CSWE guidelines. The initial five course offerings were expanded to nine and listed as Social Work, rather than sociology, course offerings within the University catalog. The name of the Department was also changed to incorporate Social Work into the title giving the Social Work

Program further visibility. As a result of the rebuilding process, the ISU Social Work Program was reaccredited in 1978 and has since sustained accreditation. While these changes were taking place, the State of Idaho passed social work licensing regulations. This further legitimized the status of social work as a profession and emphasized the need for undergraduate social work training.

The program currently has four full-time faculty and averages 41 graduates each year. As the quality and strength of the program has grown so has the Department of Sociology, Social Work, and Criminal Justice. The undergraduate and graduate sociology programs offer social work students the opportunity for the development of strong research knowledge and skills. A number of social work students have combined their Social Work Program with a criminal justice associates degree, thus enhancing career opportunities in corrections work. Rural and medical issues provide a focus for many of our social work students in practicum placements. Opportunity to work with the Veteran population has been extended to Social Work students with the addition of the ISU Veteran's Sanctuary program designated as one of the top ten programs within the United States.

The Social Work Curriculum

The social work major requires 36 credits of social work courses in addition to 6 credits of electives, 12 credits of sociology courses, 22 credits of university electives, and university general education requirements for a total of 128 credit hours to earn a Bachelor of Arts in Social Work (<http://www.isu.edu/departments/sociolog/docs/swunder.pdf>).

Social work courses combine theory with practice to prepare graduates for entry-level generalist practice and/or for continuing their education at the graduate level. All students take courses in human behavior and the social environment, social work practice methods, social policy and social work research. In addition to the classroom courses, the social work major must complete junior, group, and senior level field practicums. Electives are available in such areas as child welfare, family systems, gerontology, grief and loss, and health care.

The general education requirements include a curriculum of substantial liberal arts and sciences. Students take courses in English, political science, biological science, mathematics and statistics, humanities, fine arts and electives. Writing skills are emphasized throughout the curriculum.

Admission to the Social Work Program

Current forms and admission requirements can be found on the ISU Social Work Program home page (<http://www.isu.edu/departments/sociolog/socialwork.shtml>).

Reasons for not accepting a student's application to the program may be based on academic deficiency (not meeting required course work or having the minimum GPA). Other reasons may include documented instances of criminal misconduct, academic dishonesty, violations of the NASW Code of Ethics or Idaho Social Work Examiners Laws and Rules, and/or demonstration of severe physiological, emotional, or psychological disorders that interfere with a student's ability to fulfill academic responsibilities or infringe on the student's future abilities to fulfill professional responsibilities as a social worker.

Students are expected to pass all required courses with a minimum grade of "C" as well as maintain a minimum GPA of 2.5 throughout the duration of their program. Students are also expected to abide by the NASW Code of Ethics, to conduct themselves in a professional manner, and to maintain honesty and integrity. Failure to meet these requirements may result in expulsion from the program.

The Social Work Program does not grant credit for previous life or work experience. Students with prior volunteer or social service work experience are encouraged to seek practicum placements that may offer different learning activities and opportunities for personal and professional growth.

Completed applications for admission should be submitted to the Social Work office prior to current deadlines listed on the Program website. Each application will be reviewed by the Social Work Program faculty members. Students will be notified by mail of the decision of the faculty. Faculty assess applications based on the following criteria:

- 1) GPA and credit attainment
- 2) Completion of goal and departmental course requirements
- 3) Satisfactory background check. Applicants with a criminal record likely to preclude social work licensure and/or practicum placement may not be admitted to the program. For more information students are encouraged to contact the Idaho Bureau of Occupational Licenses (<https://secure.ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=SWO>) and the Idaho Department Health & Welfare list of disqualifying crimes (<http://adm.idaho.gov/adminrules/rules/idapa16/0506.pdf> --starts on pg. 12).
Note: Students interested in the AmeriCorps educational award program will need to arrange for a background check with fingerprinting through the AmeriCorps coordinator.
- 4) Application essay (based on the following criteria):
 - the student's commitment to social work professional ethics and values
 - the student's fit with the ISU social work program, generalist goals and objectives
 - the student's recognition, insight, and resolution of personal issues which may impact professional performance
 - the student's potential to develop skills of professional written communication

Based on these criteria, one of the following three admission decisions is made:

- 1) Accepted
- 2) Accepted with Conditions (i.e. successful completion of current semester course requirements, increase in GPA at the end of the current semester, satisfactory background check results, etc.)
- 3) Denied (with explanation of the reason for denial)

Students are notified of admission decisions in writing via mail at least two weeks prior to Fall/Spring pre-registration. Following notice of admission, students are required to sign a statement indicating that they have read the handbook and understand the professional expectations of student behavior and conduct. Once this signed statement is received by the Social Work Program office, formal admission to the program is complete.

Absences from the Program

Social Work Majors are expected to notify the Social Work office or their faculty advisor if they do not intend to continue enrollment at the University or within the Social Work Program. Students will be withdrawn from the Social Work Program if they have not taken courses for two consecutive semesters. In such instances students must reapply for admittance to the Program including completion of a current background check. Readmitted students will be required to meet with their faculty advisor to determine whether coursework must be repeated or audited after an extended absence. Effective Fall Semester 2010, upper division required social work courses are considered to be senile after a period of five years of absence from the Program and must be repeated.

Transfer Students

Transfer students must utilize the above process in completing required social work and general education courses prior to application to the Social Work Program. ISU accepts credits in transfer from other nationally accredited institutions if the course is found to be compatible with overall institutional and social work curriculum. Social work course transfer credits must be from a CSWE accredited program. Courses must be similar in content and credit value to those they replace, and students must have earned at least a "C" grade. Transfer students should submit a syllabus for the course they wish to transfer to the Social Work Program Director for review.

Reasonable Accommodations for Students

Students who are experiencing barriers in the educational setting due to a qualified permanent or temporary disability may be eligible for services through the Idaho State University's ADA (Americans

with Disabilities Act) and Disabilities Resource Center. Accommodations for all reasonable requests will be made for documented disabling conditions. Students should discuss their needs with instructors at the beginning of the semester. Students with disabling conditions must qualify for the program by the same criteria as all other students and meet the academic standards for participation in the program.

Advising

Every social work student admitted to the major has an assigned social work faculty advisor. Students are urged to consult with their advisor at least once a semester and particularly upon acceptance into the Program in order to develop a course graduation plan. The faculty advisor assists students in choosing coursework that will further their professional development and career interests. Students are strongly encouraged to refer often to the *ISU Undergraduate Catalog* wherein general university requirements are detailed along with Program requirements. It is the students' responsibility to be aware of this information as they work towards completion of their degrees in a timely manner.

Faculty members maintain posted office hours and can also be reached via email or telephone to schedule an advising appointment. Students who are interested in social work or who have declared their pre-major as social work are encouraged to attend the Open Advising session scheduled each semester, or call the Social Work Program office for assistance.

Fees

Beginning Fall 2009, a professional fee per semester per student was approved by the Idaho State Board of Education. The cost of maintaining accreditation for the Social Work Program significantly exceeds the cost of nonprofessional programs, which do not require accreditation at the university. In order to be licensed and to be accepted in graduate programs, social work students must graduate from an approved university with an accredited program. The professional fee covers the cost of program accreditation and reaffirmation requirements, thereby ensuring that the ISU Social Work Program can continue to offer a quality, accredited curriculum to our students. Malpractice insurance coverage for students engaged in practicum field agency experience is also required to be paid by the student. These fees will be collected in conjunction with practice classes. Please check with the Social Work Program office for a current list of fee amounts.

Moodle and ISU Email Accounts

Social work students are required to maintain an ISU email account in order to facilitate communication regarding class and program information. In addition, students need to be knowledgeable about the Moodle online learning system where social work course syllabi and other class materials may be accessed.

Intern Placement Tracking System (IPT)

The ISU Social Work Program utilizes a web based software system called Intern Placement Tracking (Ipt) as a method of tracking all admitted social work students and particularly those students who are placed in Senior Field Practicum sites. The Ipt system gives students a valuable tool to research prospective field agency sites. The Ipt system allows ISU faculty, field agency instructors, and students to communicate throughout the practicum process. In addition, the Ipt system provides a means of collecting statistical information that allows compilation of more complete and accurate reports for accreditation purposes. Thus, it is essential that students and agencies keep all information current. Students, faculty, agencies, and field instructors using the Ipt system are given a default username and password to login for the first time. Please contact the ISU Social Work Program with any questions, or to request your default username and password.

Student Participation

Student Social Work Association (SSWA)

SSWA, the official student organization of the Idaho State University Social Work Program, is committed to the active participation, learning and representation of social work students as they develop into entry level professionals. The mission of SSWA is to advance a spirit of fellowship among social work majors, to recognize and encourage leadership, to provide the opportunity for meaningful exchange of ideas, and to interface with the social work profession. Any student who is a pre-major or declared social work major of the Social Work Program is eligible to become a member of SSWA. All social work majors are urged to join and become active in the organization. Membership drives are held each year. Meeting times are established at the beginning of the school year based upon the best accommodations to the student body schedule.

SSWA is the official student voice in Social Work Program affairs. Association representatives may attend social work faculty meetings and may serve on other program committees. SSWA takes an active role in campus activities and the broader community. Its members coordinate and plan several community service projects a year, as well as invite social work professionals to speak with the club throughout the semester. Additionally, the SSWA attends the annual NASW Advocacy Days in Boise each spring semester where students gain important networking skills and have the opportunity to participate in advocating for social justice with the Idaho Legislature. Students involved with the SSWA can expect to form valuable professional and personal relationships, have the opportunity to take part in community service, and acquire experience with planning and organizing events.

Student Course Evaluations

Students provide valuable feedback to faculty and administration through course evaluations. Students have the opportunity to complete course evaluations at the end of each semester in every class. Course evaluations are utilized by social work faculty as a means of Program evaluation in making adjustment to course offerings, course design, and curriculum modifications. In addition, the university utilizes course evaluations in promotion, tenure and advancement decisions concerning professors.

Student Participation in Policy-Making

At least one student representative is invited to participate in the Social Work Advisement Committee, which meets each semester. The Advisement Committee is made up of social work professionals in the community, ISU social work program alumni, and at least one student currently in the program. The Advisement Committee provides input and feedback on policies, curriculum, and current relevance of the ISU program to community needs. In addition, a Student Advisement Committee is formed each semester to provide input and evaluation for the Social Work Program.

Student Participation in Faculty Hiring and Promotion

Students actively participate in interviewing new faculty candidates and providing feedback on candidate skills. At least one student is required to participate in faculty tenure committees.

Professional Organizational Involvement

Students are encouraged to join the National Association of Social Workers (NASW). The SSWA offers partial reimbursement for first year student dues. Speakers from NASW are invited to present in classes and NASW website materials are used as references in course development by faculty.

Research Projects

Students are encouraged to participate in faculty research projects as well as further their own research interests through independent study or display at University Student Research Days.

Practicum Placements

Field education is the signature pedagogy of social work education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with practical experience in a field agency setting (<http://www.cswe.org/File.aspx?id=13780>).

Junior Practicum

Requirements for the junior field practicum are met by completion of 40 hours of service in an approved agency while the student is enrolled in the social work course *Practice with Individuals and Families* (SOWK 372). Final junior practicum requirements are met during the second semester of the junior academic year in *Group Work* (SOWK 373) in which the student is required to attend eight (8) sessions of a group within the community selected by the student and approved by the course instructor.

Senior Practicum

The Senior Field Practicum experience is a major testing ground for the student's knowledge, skills, and professional values. The student is supported in this experience by the leadership and supervision of his/her agency field instructor. The practicum structure consists of two components: 1) the agency placement, and 2) the weekly on-campus seminar taught by the faculty field coordinator. In placement, under field instructor supervision, students experience entry level social work practice through application of the generalist model and phases of engagement, assessment, intervention and evaluation. The seminar provides discussion, skills training, and exchange of information about community agency settings. Student exchange of information about field experiences is integral to the course. Students and faculty strive to integrate practice theory from academic course work with the practicum experience. The field coordinator is the link between the Social Work Program and the field instructors. Together they evaluate and assess the student's progress and learning needs. The performance indicators used for evaluation are developed in the course syllabus and the student learning agreement.

The student has the choice of a concurrent (hours completed across Fall/Spring academic semesters) or block practicum (hours completed during one semester, Fall or Spring). Under either choice, the student must complete 400 in-agency hours plus a weekly seminar course for a total of 12 credit hours.

National and International Exchange Programs for field practicum may be available. If you are interested, please see the field coordinator as soon as possible upon admission to the social work program as this planning process takes considerable time.

For further information about senior practicum please see

<http://www.isu.edu/departments/sociolog/swFieldPrac.shtml>. With your Ipt login, you may also view the agency listing information at <https://www.alceasoftware.com/web/login.php>.

Professional Expectations of ISU Social Work Students

The Bachelor of Social Work Program at ISU strives to support social work students in their development as professional practitioners who incorporate the values and ethics of the social work profession. Thus, it is expected that all social work students seek to develop and demonstrate professional values and ethics during their enrollment in the Program. This professional behavior should be demonstrated in the interactions with each other, with professors and department staff, in the classroom, and while interning in social service agencies that are off campus.

Students, faculty instructors, and field agency instructors complete a rating of the student's professional behavior and progress in each of the practice classes. At the completion of each semester, social work faculty utilize the below expectations to review the professional performance and progress of each student.

In keeping with the NASW Code of Ethics and CSWE Competency Standards, professional expectations for students follow:

1. **Service.** The social worker's primary goal is to help people in need and to address social problems. Students demonstrate this professional value by the following behaviors:
 - Active participation in service learning requirements of the curriculum
 - Demonstrating professional values and ethics in their interactions at service learning sites including being on time, appropriate dress, and readiness to serve

2. **Social Justice.** Social workers challenge social injustice. Students demonstrate this professional value by the following behaviors:
 - Sensitivity in speech and actions when relating to persons who have experienced discrimination and oppression
 - Learning and practicing ways to seek social change for a more just society

3. **Dignity and Worth of the Person.** Social workers respect the inherent dignity and worth of the person. Students demonstrate this professional value by the following behaviors:
 - Speaking and behaving in ways that show respect for others
 - Refraining from behaviors that interfere with the learning process in the classroom

4. **Importance of Human Relationships.** Social workers recognize the central importance of human relationships. Students demonstrate this professional value by the following behaviors:

- Forming and sustaining positive working relationships with others including using appropriate channels to resolve conflicts
 - Accepting responsibility for their own behavior in interaction with others
 - Giving and receiving feedback in a constructive manner
5. Integrity. Social workers behave in a trustworthy manner. Students demonstrate this professional value by the following behaviors:
- Meeting class responsibilities including preparation with readings, homework, and active participation in group assignments
 - Doing their own work and taking credit for their own work—no plagiarizing, cheating, dishonesty in assignments and examinations
 - Treating any personal information that is heard in a strictly confidential manner (i.e. never use names of clients or disclose other identifying information; maintain any information shared in class, dyads or small groups within that unit; use judgment in self-disclosing information of a very personal nature in the classroom)
6. Competence. Social workers practice within their areas of competence and develop and enhance their professional expertise. Students demonstrate this professional value by the following behaviors:
- Attending class, completing work, doing readings
 - Utilizing resources as needed (ex. Student Success Center, math tutors, ISU Counseling Center, ISU Student Advising, supervision)
 - Accepting, applying and benefiting from constructive feedback
 - Seriously considering life commitments and course load in order to devote sufficient attention to studies

Student Review and Grievance Procedures

Because social work is a professional program, students must demonstrate competence in professional capabilities in order to achieve academic success. Students are expected to abide by the professional standards of behavior toward organizations and colleagues as defined by the NASW Code of Ethics as well as the above professional expectations of the ISU Social Work Program. Gatekeeping is a function and responsibility of all professions, including the profession of social work. Gatekeeping contributes to protecting the public by assuring that members entering the profession qualify for the rights and privileges of membership. Social work educators are gatekeepers and are responsible to communicate the expectations related to professional qualifications to all students. Students are viewed as adult learners who assume responsibility for their learning and professional growth. Students are

strongly encouraged to meet at least once each semester with their faculty advisor and to communicate with faculty about difficulties and concerns occurring in their social work education. In doing so, students become more attuned to the standards to which they must rise for success in the Social Work Program and the profession.

ISU social work faculty members meet at the conclusion of each semester to review the academic and professional progress of individual students. During this meeting, faculty:

- Review the academic and professional performance of each student
- Identify and congratulate those students who have successfully completed the semester
- Identify those students who have received less than a passing grade or who have demonstrated academic or professional behavior concerns
- Evaluate and recommend corrective action regarding academic and professional behavior concerns to the student

The following university and faculty resources are available to students in the Social Work program:

a. **Faculty Assistance**

Students experiencing academic difficulties should initiate talking with the course instructor. Most issues are resolved when these conversations occur. The faculty member may encourage the student to utilize university resources or other supports.

b. **Student's Advisor**

Students are encouraged to contact their advisor about concerns regarding academic or professional matters. Faculty advisors are available during posted office hours or by appointment. Advisors may refer student to university resources such as the writing center, tutoring services, counseling services, etc.

c. **Informal Consultations**

When it seems beneficial or if a concern has been raised, several faculty may meet informally with a student about a particular issue. A request for such a consultation may be made either by a student or by the faculty.

Formal Meetings with the Faculty Review Committee

At any time throughout the semester if a referral involving a concern about a social work student's academic, ethical or professional behavior is raised, a social work faculty review committee will be convened. Concerns may be raised by faculty, field instructors, and/or students pertaining to compliance of expected professional behavior and ethical conduct.

The review committee meets as needed throughout the year and consists of the Program director and at least two other social work faculty members. The process is intended to be a collaborative problem-

solving forum with intent to stimulate student personal and professional growth as well as to assert the gatekeeping mandate of the profession. After assessing the situation with the student and discussing a plan to address the concern, the meeting is documented and the student indicates by signature his or her affirmation of the plan. In some cases the Faculty Review Committee process may result in a student's termination or withdrawal from the Program.

Student Referral and Review Procedures

- a. Prior to filing a referral, the referent initiates contact with the student in a confidential manner alerting the student of intent to file a referral. If for some reason direct communication is precluded, a referent must submit a signed concern to the Program Director. Anonymous referrals or grievances will not be addressed.
- b. Following the conversation, the referent submits the referral concern to the Program Director in writing within five (5) business days.
- c. The referral form is sent by the Program Director to the referent, review committee members, and the student.
- d. The student is required to submit a typed and signed response to each of the noted concerns and submit their response within five (5) business days to the Program Director.
- e. The Program Director notifies the review committee immediately upon receipt of responses.
- f. The committee reviews all material and advises the student whether an interview with the student is necessary. If not, the committee documents its findings and informs the student of the outcome within 10 business days. If a meeting with the student is required, the student is notified of available dates by email or in writing.
- g. The meeting is held within 15 days of the Program Director receiving the referral. The student may be accompanied by a student advocate, whose role will be to provide support for the student.
- h. The committee meeting produces a plan that will be documented and signed by the student. The student retains the original document, a copy is sent to the referent, and a copy is maintained in the student's departmental file.
- i. If more than one meeting is required to elicit a plan or outcome, schedules are arranged in a timely manner.

The outcome of the Faculty Review Committee process will be one of three possible decisions:

- 1) **Unfounded** – which results in no further action by the Faculty Review Committee regarding the referral.
- 2) **Founded** – which results in an amelioration plan or recommendation for termination. The plan to address an area of concern is developed with the student in the Review Committee meeting. The student responds to the written documentation of the plan by submitting a letter in writing to the Program Director within 5 days of receiving the plan affirming his or her intent to follow the plan. Such a plan may include referral for services, participation in continuing education, placement on probation while improvement is documented, etc.

- 3) **Referred** to appropriate college officials, i.e. Department Chair, Dean of College of Arts and Letters, and/or ISU Office of Student Affairs for issues in violation of the ISU Code of Student Conduct (<http://www.isu.edu/studenta/handbook/conduct.shtml>).

Termination from Social Work Program

The Faculty Review Committee may recommend that a student's participation in the Social Work Program be terminated on the basis of professional non-suitability if the social work faculty determines that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the Idaho Social Work Examiners Laws and Rules, the ISU Social Work Student Manual, and/or the ISU Code of Student Conduct. These violations may include but are not limited to:

1. Failure to meet or maintain academic standards as established at admission
2. Academic dishonesty
3. Demonstrated failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite to fulfill academic responsibilities or professional practice responsibilities as a social worker
4. Inappropriate or disruptive behavior toward colleagues, faculty or staff (at the school or in field placement)
5. Documented evidence of criminal misconduct during the course of study that could render a student unable to be licensed as a Social Worker or threaten the safety and well-being of clientele

The student has the right to appeal the decision of the Faculty Review Committee. For further appeal action, the student should consult the current ISU grievance and appeals procedure found in the Idaho State University Student Handbook, Student Grievance Procedures:

<http://www.isu.edu/studenta/handbook/index.shtml>

Program Faculty

Social Work Program faculty members all have advanced social work degrees (MSW, DSW, or Ph.D.) as well as direct practice experience. In addition to teaching, faculty members also serve in professional capacities and engage in research activities to further the profession of social work. Please see our homepage for social work faculty teaching, specialties, and research interests

(<http://www.isu.edu/departments/sociolog/swfaculty.shtml>).

Useful Links:

National Association of Social Workers (NASW) Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

Idaho Code of Professional Conduct: http://www.isc.idaho.gov/irpc0304_cov.htm

Recommended Plan of Study: <http://www.isu.edu/departments/sociolog/docs/sw4YearPlan.pdf>

BASW Course Requirements: <http://www.isu.edu/departments/sociolog/docs/swunder.pdf>

Council of Social Work Education (CSWE): <http://www.cswe.org/CSWE/>

CSWE Policy and Accreditation Standards: <http://www.cswe.org/File.aspx?id=13780>

Application for Admission to Social Work Program:

<http://www.isu.edu/departments/sociolog/docs/swapp.pdf>

Student Services:

ADA & Disability Resource Center: <http://www.isu.edu/ada4isu/>

Registration & Records: <http://www.isu.edu/departments/areg/>

Library: <http://www.isu.edu/library/>

Student Success Center: <http://www.isu.edu/success/writing/index.shtml>

Appendix

(Forms follow on subsequent pages)

- Professional Expectations for Social Work Students Rating Form

- Statement of Understanding

Professional Expectations for ISU Social Work Students

Student Name: _____ Faculty Name: _____ Date/Semester: _____

Professional Value	Professional Behavior	Rating Low-High	Comments/ Recommendations
Service	<ul style="list-style-type: none"> Active participation in service learning requirements of the curriculum. Demonstrating professional values and ethics in their interactions at service learning sites including being on time, appropriate dress, and readiness to serve. 	1 2 3 4 5	
Social Justice	<ul style="list-style-type: none"> Sensitivity in speech and actions when relating to persons who have experienced discrimination and oppression. Learning ways to seek social change and advocate for a more just society. 	1 2 3 4 5	
Dignity and Worth of the Person	<ul style="list-style-type: none"> Speaking and behaving in ways that show respect for others. Refraining from behaviors which interfere with the learning process in the classroom. 	1 2 3 4 5	
Importance of Human Relationships	<ul style="list-style-type: none"> Forming and sustain positive working relationships with others including using appropriate channels to resolve conflicts. Accept responsibility for their own behavior in interaction with others. Giving feedback in a constructive manner. 	1 2 3 4 5	
Integrity	<ul style="list-style-type: none"> Meeting class responsibilities including preparation with readings, homework, and active participation in group assignments. Doing their own work and taking credit for their own work—no plagiarizing, cheating, dishonesty in assignments and examinations. Treating any personal information that is heard in a strictly confidential manner (i.e. never use names of clients or disclose other identifying information; maintain any information shared in class, dyads or small groups within that unit; use judgment in self-disclosing information of a very personal nature in the classroom). 	1 2 3 4 5	
Competence	<ul style="list-style-type: none"> Attending class, completing work, doing readings. Utilizing resources as needed (ex. Writing Center, Math tutors, Counseling Center, Advising, Supervision). Accepting, applying and benefiting from constructive feedback. Seriously considering life commitments and course load in order to devote sufficient attention to studies. 	1 2 3 4 5	

Rating Scale Key:

1	2	3	4	5
Student rarely demonstrates this professional behavior. Remedial action recommended as detailed and discussed with student.		Student demonstrates this professional behavior about 50% of the time. Recommendations are noted and have been discussed with student.		Student consistently displays this professional behavior. Actions and words reflect a solid understanding of professional social work ethics and values

Statement of Understanding:

In order to complete the formal admission process to the ISU Social Work Program, students are required to review and sign the below statement:

I have read the ISU Social Work Program Handbook and the NASW Code of Ethics. I do understand and agree to abide by the Professional Expectations of Student Behavior and the NASW Code of Ethics.

Signatures:

Student

Date

Print Name

Faculty Advisor/Representative

Date