

# **DIVISION OF SOCIAL SCIENCE SOCIAL WORK PROGRAM**

## **STUDENT HANDBOOK**



Accredited by

Council on Social Work Education

An Affirmative Action/Equal Opportunity Institution

Every aspect of the Social Work Program's organization and implementation is conducted without discrimination on the basis of race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, mental or physical disability.

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**W**elcome on behalf of the faculty and staff of the Social Work Program at Lewis-Clark State College. I would like to formally welcome you as a social work major. You have chosen a challenging and rewarding career path. The Lewis-Clark Social Work Program is known for its exceptional faculty all of whom have practical experience in a variety of fields of social work practice. The Program emphasizes quality teaching and practical course content designed to provide students with the values, skills, and knowledge necessary for effective generalist social work practice. Graduates from the program go on to obtain employment in a variety of human service settings, successfully complete state licensing exams, and attend graduate social work programs.

Please take time to review the contents of the Handbook and become more familiar with the Program, organizations, and resources available to social work majors.

The social work program office can be reached by phone at 208-792-2866, by email at [socialwork@lcsc.edu](mailto:socialwork@lcsc.edu) or on the Lewiston campus in room 17 within Expedition Hall. The Coeur d' Alene campus is located at 1000 W. Hubbard Street and can be reached by phone at 208-666-6706.

We look forward to working with you reach your career goals.

Sincerely,



LaChelle Rosenbaum, EdD, LMSW  
Social Work Program Director

### **Brief History of our Social Work Program**

The Lewis-Clark State College Social Work Program, which offers the only Bachelor's Degree in Social Work (BSW) in northern Idaho, was established in the fall of 1991 as part of the College's Social Science Division. Two years later in the fall of 1993, the Bachelor's in Social Work degree program was expanded to include students on LCSC's Coeur d' Alene campus. In the fall of 2018 the Program expanded to include a Hybrid option.

Fully accredited by the Council on Social Work Education (CSWE), the program achieved candidacy for accreditation in 1992 and achieved full accreditation in 1996. Since 1992, the College's Social Work graduates have been eligible for advanced standing in Master's level (MSW) programs. Over 900 individuals have graduated from the program since its inception in 1991.

### **Program's Mission Statement:**

Through courses (built upon a liberal arts foundation), field education, and student service activities, students will learn:

1. To develop generalist practice Social Work cognitive and affective processes, knowledge, skills, and values.
2. To practice as generalist Social Workers who enhance human and social well-being by advocating for social, economic, and environmental justice using person-in-environment, ecological, and strengths-based perspectives.
3. To provide a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities.
4. To adhere to the ethical foundations of Social Work as stated in the NASW Code of Ethics.
5. To develop a professional identity as a social work practitioner through life-long learning and self-reflection.
6. To engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

# Program Guidelines

## **Program Philosophy**

The Social Work Program is committed to creating a climate which supports and encourages the personal and professional growth and development of students with particular sensitivity to the diverse and individual needs of each student.

The primary objective of the social work program is the preparation of students for generalist practice within a diverse human community. The program has a strong commitment to this goal in relation to curriculum development and in relation to the needs of social work students.

The Social Work Program is committed to affirming and respecting all dimensions of diversity as 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.

In all of its aspects the program is committed to

- Developing self-awareness of attitudes and personal values (Values);
- Understanding the implications of life in a diverse society (Knowledge);
- Promoting nondiscriminatory social work practice (Skills);
- Enhancing students' critical thinking, affective reactions, and exercise of judgment (Cognitive & Affective Processes).

## **Program Purpose**

The social work curriculum prepares students for beginning generalist social work practice with individuals, families, groups, organizations, and communities as well as research and social policy.

The social work curriculum builds on a liberal arts perspective and a social work foundation that blends academic coursework with field experiences to establish a course of study that meets the needs of students, future clients, employers, and graduate schools of social work.

Some of the traditional areas of social work practice for BSW graduates include: adolescent and children's services, residential facilities for individuals with mental and physical disabilities, hospitals, prisons, agencies for older adults, nursing homes, and multi-service community agencies.

Among the newly emerging areas are in-home services for the elderly, women's advocacy networks, shelters for battered spouses and children, day treatment facilities, juvenile detention centers, mental health programs, school districts, chemical dependency treatment programs, support groups, research programs, community activism, and crisis centers.

## **Program Goals**

Through courses (built upon a liberal arts foundation), field education, and student service activities, students will learn:

7. To develop generalist practice Social Work cognitive and affective processes, knowledge, skills, and values.
8. To practice as generalist Social Workers who enhance human and social well-being by advocating for social, economic, and environmental justice using person-in-environment, ecological, and strengths-based perspectives.
9. To provide a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities.
10. To adhere to the ethical foundations of Social Work as stated in the NASW Code of Ethics.
11. To develop a professional identity as a social work practitioner through life-long learning and self-reflection.
12. To engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

## **Program Core Competencies (EPAS 2015)**

Students completing the Social Work Major will be able to demonstrate knowledge, values, skills, and cognitive and affective processes related to the following.

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

## **Program Outcome Assessments**

Outcome assessment activities are considered an important component of the Social Work Program at Lewis-Clark State College. The range of strategies used include: student course evaluations, Field Education “midpoint” and “exit” evaluations through use of the Social Work Assessment of Competencies, and Capstone assignments. In addition to the annual program assessment required by LC State, the Program participates in a re-affirmation assessment process every eight years in order to remain accredited by the Council on Social Work Education.

## **Social Work Faculty and Staff**

Meet our dedicated [Social Work Faculty and Staff](#) on our website.

## The Social Work Curriculum

The Social Work curriculum at Lewis-Clark State College consists of 18 required sequenced courses. The Lewiston and CDA Programs offer most courses face-to-face with a few online, and the Hybrid Program offers the courses either online or through hybrid format (includes virtual remote, and Zoom weekend intensives). The program also requires students to take five program electives that include three Social Work electives from social work faculty and two upper division (300 or 400 level) social science electives.

The Program asserts that the required social work courses and five electives sufficiently prepare students for ethical and competent Social Work practice, and both introduce and continuously reinforce the knowledge, skills, values, and cognitive and affective processes needed for competent Social Work practice. With this level of exposure to a Social Work perspective through multiple delivery methods, the Program seeks to reduce and eliminate potential and observed gaps in student learning.

### **Generalist Practice Definition:**

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice” (EP 2.0, 2015 EPAS).

Based on the generalist practice model, the social work curriculum emphasizes and integrates this perspective into all of its social work courses. The Generalist Planned Change Process presented to students from the first course-Introduction to Social Welfare and Social Services – through Field Education presents and applies the steps of engagement, assessment, planning, intervention, evaluation, termination, and follow-up.

These steps are addressed using systems thinking/analysis with an ecological framework of assessing and building on the strengths of the individuals, families, groups, organizations, and organization. Students learn that no single theory or level of assessment can address the wide range of problems they will encounter in practice. The Program seeks to equip students with a multidimensional, holistic perspective with which to view client issues. The cultural and historical elements of the ecological perspective are grounded in sensitivity to, an appreciation for, and an encouragement of diversity.

## Social Work Degree Requirements

Graduation Requirements for Social Work Majors.....	120 credits
General Education Core Requirements .....	37 credits
General Electives.....	14 Credits
Social Work Major Required Courses .....	54 credits
Social Work Electives .....	9 credits
Behavioral Science Electives (300-400 level).....	6 credits

- Justice Studies
- Chemical Dependency
- Political Science
- Psychology
- Social Sciences
- Social Work
- Sociology
- Anthropology
- Cooperative Education (Soc. Sci.)
- Communications
- Economics
- History

The student is encouraged to work with his or her academic advisor to develop electives according to the student's interest.

### Sequence Pedagogy

As field education is considered the signature pedagogy of socializing students to the profession of social work in addition to integrating the knowledge, values, skills, and cognitive and affective processes into real world practice, the Program has designed and implemented an Integrated Senior Block Schedule.

### Integrated Senior Block Schedule

The eight following senior courses have been blocked together to maximize an integrated experiential model. Courses in the Senior Block will be taken within the same academic school year in the sequence as listed below and without exception.

<b>Fall Semester</b>	<b>Spring Semester</b>
SW480: Diversity Awareness in SW Practice	SW443: SW Practice with Organizations & Communities
SW483: Field Education I	SW484: Field Education II
SW485: Field Seminar I	SW486: Field Seminar II
SW487: SW Research Proposal	SW488: SW Statistical Analysis

### Practice Courses Grading Policy

Students must earn an 80% (B-) or better in each of the following Social Work practice courses: SW140: Introduction to Social Work; SW241: Social Work Practice Foundations; SW341: Social Work Practice with Individuals; SW342: Social Work Practice with Groups; SW343: Social Work Practice with Families; SW443: Social Work Practice with Organizations and Communities; SW480: Diversity Awareness in Social Work Practice; SW485: Field Seminar I; and SW486: Field Seminar II.



## **Minors**

Minor programs for the Bachelors of Social Work degree are available in Behavioral Science, Communications, History, Native American Studies, Political Science, Social Sciences, Sociology, Psychology, Political-Psychology, and Chemical Dependency Counseling. Students are encouraged to explore these options with their faculty advisor in planning their academic schedule.

## **Academic and Professional Advising Policy**

Each social work student is assigned to an academic advisor who is a member of the LC State Social Work faculty. Students are required to meet with their advisors a minimum of once each semester to plan the student's schedule for the following semester and to explore professional career and/or graduate program options. Advisors will make every effort to provide students with accurate information and guidance, however the student is required to assume final responsibility for his or her academic program.

## Social Work Courses

SW 140 (Lewiston) / SW 240 (Coeur d' Alene)

INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE. (3 CR.)

This course is an introductory course in social work and social welfare. The focus of this course is to help social work and non-social work majors gain an understanding of the professional foundation of social work. Students will be introduced to the knowledge, skills, and ethics involved in generalist social work practice. Students will explore the theoretical, political, social and economic contexts of social work practice. Attention is given to the many settings and roles in which social workers work with diverse client groups whom social workers serve. This course is required for social work majors. There are no pre-requisites for SW 140. SW 241 may be taken concurrently with this course.

SW 226- BIOLOGICAL BASIS OF BEHAVIOR (3 CR.)

Introduces students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral psychology, or behavioral neuroscience. Main focus is on gaining and/or demonstrating an understanding of relationships between central nervous system processes and human behavior. Cross listed with PSYC 226 Pre-requisite: PSYC 101.

SW 241-SOCIAL WORK PRACTICE FOUNDATIONS (3 CR.)

Provides an introduction to, and overview of, practice skills, methods, problem-solving, and critical thinking processes necessary to generalist social work practice with diverse populations. The course consists of lecture, laboratory components to facilitate integration of values, ethics, knowledge and skills based in work with individuals, families, groups, organizations, and communities. Pre-requisite: SW-140 or permission of instructor.

SW 321- HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (3 CR.)

This course builds upon the biological, behavioral and social sciences of the Liberal Arts core. It adds a social systems perspective to explore the determinants of human behavior in infancy, childhood, adolescence and adulthood. Class, ethnicity, race and gender are emphasized, while family, group, organization, community and society provide the person/environment transactional context. This course introduces the major psychological,

sociological and social work theories, which underpin social work practice. Pre-requisite: PSYC 101 or instructor's permission.

#### SW 322- HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3 CR.)

This course assumes and builds upon the content of SW 321 and focuses the application of that content on the life span of the individuals, dynamics of families and groups and the life cycle of organizations and community groups. This course provides a knowledge base for movement into the upper division courses. Pre-requisite: SW 321 or instructor's permission.

#### SW 340- SOCIAL WELFARE SERVICES AND POLICY (3 CR.)

This course explores the development of social welfare as an institution and social work as a profession. Social and individual needs, social welfare policy formation, decision-making, the impact of such on human service professionals and the delivery of social welfare services are examined through the utilization of both historic and scientific analysis. A preview of present and future trends also will be introduced. Pre-requisite: SW/HIST 320 or instructor's permission.

#### SW 341- SOCIAL WORK PRACTICE WITH INDIVIDUALS (3 CR.)

Students focus on generalist practice with individuals in a variety of organizational and cultural contexts. The course builds upon the beginning generalist social work skills learned in SW 241. Emphases are on development of the problem-solving approach, evaluation of practice effectiveness and assessment and intervention techniques within the context of generalist practice. Values, techniques, theory, ethics, research and diversity are stressed. Course enrollment is limited to Social Work majors. Pre-requisite: SW 241.

#### SW 342- SOCIAL WORK PRACTICE WITH GROUPS (3 CR.)

Building upon previous practice classes, this course explores the theories and dynamics of group behavior, and the techniques of working with and within diverse groups in a variety of contexts. Students develop skills to assess, intervene and evaluate interaction patterns, individual change through group processes, ethical options and their own group leadership skills as an emphasis within generalist practice. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 and admission to the Social Work program.

#### SW 343- SOCIAL WORK PRACTICE WITH FAMILIES (3 CR.)

This course focuses on the family as the client system. For generalist practice social workers who will have the need to serve families as a unit, this course will help students to gain a firm understanding of the family as a system. In addition, students will understand the roles, functions, communication patterns, and relational patterns that can be center of family problems as well as resources for better functioning. This course will also emphasize the strengths perspective in helping families make changes that will allow them to cope with issues impeding their functioning. Ethical issues that arise in work with families will also be addressed. Finally, all issues will be referenced through a cultural lens. Course enrollment is limited to Social Work majors. Pre-requisite: SW 241.

#### SW 361-CHILD WELFARE (3 CR.)

This course presents to the social work student a fundamental model of social work practice that addresses a multi-systemic to intervention for families that emphasizes safety, permanence and well-being. The class explores best practice methods of intervention with

diverse populations that are a blend of policy changes and practice applications in the domain of child welfare practices.

#### SW 386-FOUNDATIONS OF SOCIAL WORK RESEARCH (3 CR.)

This course introduces research as a scholarly and evaluative process. In the course, students analyze and critique empirical articles while constructing a comprehensive literature review on social work practice topics. The course highlights basic social scientific research techniques, including qualitative and quantitative methods, data collection, assessment and single-subject design. The use of research and the use of evaluation of practice as tools in the professional repertoire of skills available to the social work generalist are emphasized. The ethics of scientific inquiry are stressed throughout. Course enrollment is limited to Social Work majors.

#### SW 443-SOCIAL WORK PRACTICE WITH ORGANIZATIONS & COMMUNITIES (3 CR.)

The Generalist Approach is continued with emphasis on social work practice with and within organizations and communities. Emphasis is placed on the importance of the many systems affecting large numbers of individuals. Organizational and community structures are examined in order for the beginning practitioner to understand and intervene in the agencies and community within which social services are delivered. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 and admission to the Social Work program.

#### SW 390/490-DIRECTED STUDY IN SOCIAL WORK (1-3 CR.) SW 291/491-

#### WORKSHOP IN SOCIAL WORK (1-3 CR.)

#### SW 292/492-SPECIAL TOPIC IN SOCIAL WORK (VARIABLE CR.)

Examples of topics in these electives include but are not limited to: mental health, diversity, disabilities, ethics, law, gerontology, family violence, grief and loss and advocacy.

#### SW 480-DIVERSITY AWARENESS IN SOCIAL WORK PRACTICE (3 CR.)

This course synthesizes knowledge, values, and skills regarding diverse experiences among client systems to allow students to demonstrate their understanding of how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Students appreciate that, as consequence of differences, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. For practice application focus on differences that lead to discrimination will be highlighted.

#### SW 483 -FIELD EDUCATION I (4 CR.)

Guided by a learning contract, Field Education I is a supervised learning experience enabling the student to apply learned techniques, theories, and professional values from social work foundation courses within an agency setting. Field Education I focuses on supervised social work practice in a human service agency. Enrollment is limited to students admitted to the BSW Program. Graded P/F only. Pre-requisite: SW341.

#### SW 484 -FIELD EDUCATION II (4 CR.)

Guided by a learning contract, Field Education II is a supervised learning experience enabling

the student to apply learned techniques, theories, and professional values from social work foundation courses within an agency setting. Enrollment is limited to students admitted to the BSW Program. Graded P/F only. Pre-requisite: SW 483.

**SW 485 -FIELD SEMINAR I (2 CR.)**

This course focuses on classroom learning. The class facilitates the student's professional development toward entry level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, skills, and values. Enrollment is limited to students admitted to the BSW Program. Co-Requisite: SW483.

**SW 486-FIELD SEMINAR II (2 CR.)**

This course focuses on classroom learning. The class facilitates the student's professional development toward entry level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, skills, and values. Enrollment is limited to students admitted to the BSW. Co-Requisite: SW484.

**SW 487-SOCIAL WORK RESEARCH PROPOSAL (3 CR.)**

This course is designed to expand upon the knowledge and skills learned in SW 386: Research Methods through practice-informed research. The student will learn about descriptive, comparative, and correlational research designs and develop a research proposal that includes an introduction, literature review, and methodology section. The student is also required to complete an IRB application.

**SW 488 -SOCIAL WORK STATISTICAL ANALYSIS (3 CR.)**

This course is designed to expand upon the knowledge and skills learned in SW 386: Research Methods and SW487: Social Work Research Proposal through research-informed practice. The students will continue the research proposal they designed in SW487 by disseminating their surveys or conducting their interviews and collecting the data. The students will then learn about and utilize descriptive and inferential statistical analysis to analyze and interpret the collected data. Topics include: measures of central tendency, measures of variability, correlation methods, simple analysis of variance, and hypothesis testing. The research paper will include the research proposal from SW487 as well as the results and discussion section based on their collected data. Pre-requisites: SW487. Co-requisite: NONE

# Social Work Program Plan

## BACHELOR OF SOCIAL WORK

### Program Plan 2022-2023

COURSE	NO	TITLE	CRED	REQ	COMP	NEED	COURSE	NO	TITLE	CRED	REQ	COMP	NEED	
<b>WRITTEN COMMUNICATION (PART of CORE)</b>							<b>DIVERSITY (PART of CORE)</b>							
ENGL	101	Writing and Rhetoric I	3				* Asterisked courses on this Core sheet may be taken as a Diversity Option							
ENGL	102	Writing and Rhetoric II	3	6			ANTH	360	Race and Ethnicity	3				
ENGL	109	College Writing and Research	6				COMM	345	Communications & Diversity	3				
<b>ORAL COMMUNICATION (PART of CORE)</b>							ENGL	474	Native American Written Literature	3				
COMM	101	Fundamentals of Oral Comm	3				KIN	220	Socio-Cultural Aspects of Sport	3				
COMM	202	Interpersonal Communication	3	3			SPAN	201	Intermediate Spanish I	4				
COMM	203	Small Group Communication	3				SPAN	202	Intermediate Spanish II	4				
COMM	204	Public Speaking	3				NP	101	Elementary Nez Perce Language I*	4				
<b>MATHEMATICAL WAYS OF KNOWING (Choose One): (PART of CORE)</b>							NP	102	Elementary Nez Perce Language II*	4				
MATH	123	Math in Modern Society	3				SPAN	101	Elementary Spanish I*	4				
MATH	130	Finite Mathematics	4				SPAN	102	Elementary Spanish II*	4				
MATH	143	College Algebra	3				<b>INTEGRATIVE SEMINAR: ETHICS &amp; VALUES</b>							
MATH	147	College Algebra & Trigonometry	5				<b>Take one Ethics/Values Course</b>							
MATH	153	Statistical Reasoning	3				ID	300	Integrative Seminar in Ethics & Values					
MATH	170	Calculus 1	4	3			See course descriptions in catalog for section topics/titles	A	Animals & Society					
MATH	253	Statistical Methods/Science	3			B		Art & Censorship						
MATH	257	Math for Elem Teachers II	3			C		Diversity						
MTHPT	130	Finite Mathematics	4			D		Ethics & Ecology						
MTHPT	137	Math for Technology	4			E		Ethics & Technology						
MTHPT	153	Statistical Reasoning	3			F		Gender & Culture						
<b>HUMANISTIC WAYS OF KNOWING (PART of CORE)</b>								G	Health Integrative Seminar					
Choose two courses from two of the three categories (Literature, Arts, Language)								H	Law & Society					
ENGL	175	Literature and Ideas	3					I	Propaganda					
ENGL	257	World Classics	3	3				J	Terrorism in the Contemporary Era					
ENGL	258	International Literature*	3					K	Values & Sports					
ENGL	261	Mythologies	3					L	Vietnam					
ART	100	Introduction to Art	3					M	Vulnerable Populations					
HUM	101	The Art & History of Motion Picture	3					N	Wilderness					
HUM	150	Introduction to the Arts	3					O	Women in the Twentieth Century					
MUS	101	Survey of Music	3	3				P	Diseases & Society					
MUS	102	Music in America	3					Q	Economics of Good & Evil					
MUS	150	World Music	3				R	Leadership & Ethics						
MUS	151	History of Musical Theater	3				S	Northwest Culture, History & Literature						
<b>SCIENTIFIC WAYS OF KNOWING (PART of CORE)</b>							ID	301	Integrative Seminar in Ethics & Values: Experiential Learning	3	3			
Take one course from two disciplines. One must be a lab. 7-8 credits required							<b>TOTAL CREDITS 37-39</b>							
BIOF	100	Introduction to Bioinformatics	3				<b>COURSE</b>	<b>NO</b>	<b>TITLE</b>	<b>CRED</b>	<b>REQ</b>	<b>COMP</b>	<b>NEED</b>	
BIOL	100	Concepts of Biology	4				<b>PROGRAM REQUIREMENTS</b>							
BIOL	120	Plants & People	4				SW	140	Intro Social Work (240-CDA)		3			
BIOL	123	Biology in Film	3				SW	226	Biological Basis of Behavior		3			
BIOL	175	Human Biology	4				SW	241	Social Work Practice Foundations		3			
BIOL	227	Human Anatomy & Physiology I	4				SW	321	Human Behavior in Social Envir I		3			
CHEM	100	Concepts of Chemistry	4				SW	322	Human Behavior in Social Envir II		3			
CHEM	105	General, Organic & Biochemistry	4				SW	340	Social Work Policy		3			
CHEM	111	General Chemistry I	4				SW	341	Social Work Practice with Individuals		3			
CS	108	Intro to Computer Science	4				SW	342	Social Work Practice with Groups		3			
FSCI	101	Intro to Forensic Science	4				SW	343	Social Work Practice with Families		3			
GEOL	101	Physical Geology	4	7			SW	386	Foundations of Social Work Research		3			
GEOL	120	Introduction to Earth Systems	4				SW	443	Social Work Practice with Organizations & Communities		3			
GIS	271	Intro to Geographic Info Systems	4				SW	480	Diversity Awareness in SW Practice		3			
ID	240	Integrated Science II	4				SW	487	Social Work Research Proposal		3			
NS	140	Integrated Science II	4				SW	488	Social Work Statistical Analysis		3			
NS	150	Intro to Natural Science	3				SW	483	Field Education I		4			
NS	174	Natural Science for Elementary Edu	4				SW	484	Field Education II		4			
PHYS	111	General Physics	4				SW	485	Field Seminar I		2			
PHYS	171	Physical Science for Elem Education	4				SW	486	Field Seminar II		2			
PHYS	205	Descriptive Astronomy	4				<b>TOTAL 54</b>							
PHYS	211	Engineering Physics I	5											

SOCIAL & BEHAVIORAL WAYS OF KNOWING (PART OF CORE)					PROGRAM ELECTIVES (300-400)						
Take one course from two disciplines. 6 credits required.					Select 3 Social Work 300/400 and 2 Social/Behavioral Science 300/400 Level Courses						
PSYC	101	Introduction to General Psyc	3	3	Social Work 300/400			3			
ANTH	120	World Prehistory*	3	3	Social Work 300/400			3			
ANTH	170	Introduction to Native American Studies	3		Social Work 300/400			3			
ECON	201	Principles & Theories of Macroeconomics	3		Social/Behavioral Science 300/400			3			
ECON	202	Principles & Theories of Microeconomics	3		Social/Behavioral Science 300/400			3			
GEOG	102	Introduction to Geography*	3		TOTAL			15			
HIST	101	World History I*	3		<b>SUMMARY</b>						
HIST	102	World History II*	3		GENERAL EDUCATION					37	
HIST	111	United States History I*	3		PROGRAM REQUIREMENTS					54	
HIST	112	United States History II*	3		PROGRAM ELECTIVES					15	
HRPT/SS	184	Diversity in Organizations*	3		GENERAL ELECTIVES					14	
HRPT/SS	185	Human Relations in Organizations	3		TOTAL CREDITS: ###						
POLS	101	American National Government	3								
POLS	237	International Politics	3								
POLS	285	Comparative Government*	3								
ANTH	102	Cultural Anthropology*	3								
PSYC	205	Lifespan Developmental Psyc	3								
SOC	101	Introduction to Sociology*	3								
SOC	102	Social Problems	3								
<b>GENERAL ELECTIVES (PART OF CORE)</b>											
TOTAL GENERAL ELECTIVES					14						

Updated FA22  
Students must earn a B- or better in all social work practice courses (140/240, 241, 341, 342, 343, 443, 480, 494, 495, 496, and 497) and a C or better in remaining required social work program courses, including social work electives. Students must also maintain a 2.7 GPA in all Social Work courses and earn a minimum cumulative GPA of 2.5 to be awarded a BSW.

## Social Work Program Policies and Procedures

### **Program Responsibilities**

1. Criteria for performance evaluation in classroom and field placement will be clearly stated and presented to the student, including such requirements as attendance. These criteria are academic expectations.
2. Academic decisions, including professional practice appraisals, will be made in good faith, not arbitrarily or capriciously. Decisions of skill insufficiency or incompetence will be made by faculty and field instructors.
3. Any student facing dismissal for academic reasons will be given notice of the pending action and opportunity for improvement prior to dismissal.
4. As a matter of fair play and professional courtesy a system of review and re-evaluation will be made available to students who challenge academic decisions.

### **Professional Classroom Expectations Policy**

\*Definition of Classroom: Face-to-Face Classes, Zoom Sessions, Weekend Intensives, Discussion Boards, and/or Meetings (with Peers and/or Instructors)

Professional Social Workers are expected to be *on time, prepared, present, and engaged* when working with clients.

Therefore, as developing professional Social Workers, you are expected to practice being *on time, prepared, present, and engaged* when enrolled in your classes (see definition) and attending your internship.

These behaviors will be continuously assessed through use of the Rubric for Assessing Academic and Professional Behaviors and will significantly impact your academic and professional outcomes, and preparation for a career in Social Work.

*Developed in August 2022 to replace Attendance Policy*

## **Reasonable Accommodations for Students**

In compliance with the Americans with Disabilities Act of 1990 and Section 504-508 of the Rehabilitation Act of 1973, LC State provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. Student seeking reasonable accommodations should contact Accessibility Services, in the Library Building Room 161 or phone 208-792-2277 in Lewiston and in Coeur d' Alene 1031 N. Academic Way, Suite 140 or phone 208-666-6707. The Following guidelines have been established for students requesting accommodations.

1. Accommodations for all reasonable requests will be made for documented disabling conditions. To request reasonable accommodations, students need to contact the Accessibility Services, listed above, to document the condition and access a range of supportive services.
2. Students receiving reasonable accommodations should discuss their needs with each instructor at the beginning of each semester.
3. Students with disabling conditions must qualify for the program by the same criteria as all other students.
4. The program will not use any test or criterion that has a disproportionate, adverse effect on a person with a disability, unless such is a requirement for a social work career.
5. The otherwise qualified student must meet the academic standards for participation in the program.

The program is not required to lower or effect substantial modifications of standards to accommodate a disabled person.

## Formal Admission to the Social Work Program/Field

### **Timeline for Applying to the Social Work Program/Field**

Students may apply for admission to the Social Work Program/Field when:

1. The student has completed 30 credits of the General Ed Core including Math (120's level or higher) and English 101.
  - a. Provisional acceptance will be given to those concurrently enrolled in Core Math (120's level or higher) or English.
2. The student has completed SW140: Introduction to Social Work and SW241: Social Work Practice Foundations with a B- or better in both courses. Provisional acceptance may be given to those concurrently enrolled in SW140 and/or SW241.
3. The student has achieved a minimum overall GPA of 2.5.
4. The student has achieved a minimum GPA of 2.7 in all social work courses.

All applications are due **OCTOBER 1<sup>st</sup>**. Students cannot register for SW443 (Practice with Org. & Comm.), SW480 (Diversity Awareness), SW483/484 (Field Education I/II), SW485/486 (Field Seminar I/II), or SW487/488 (SW Research Proposal/Social Work Statistical Analysis) prior to admissions into the program. Following admission, social work students need to maintain at least a social work GPA of 2.7 through graduation.

Students under certain conditions including, but not limited to, deficient GPA's, concurrently enrolled in SW240/140 and or SW241, or concurrently enrolled in Math or English may

apply to the social work program, but may be accepted on a provisional status. Students admitted on a provisional status will receive additional instructions in their Provisional Acceptance letter on actionable items to move to full acceptance. The actionable items will be monitored and reviewed on an ongoing basis until it has been completed.

### **Application Requirements and Instructions:**

The application instructions, forms, and submissions are located in a Canvas course. Students will be invited to the course a year and a half prior to entering their Field Education Experience with the Program. If you believe that you should be enrolled in this course, but are not, please contact the Program.

To view the application components prior to enrollment in the Program Application Canvas Course, please go to the Social Work Website and select the program option you are currently enrolled in (Lewiston, Coeur d'Alene, Hybrid). This will take you to the components for review.

### **Application Requirements**

1. Personal Statement
2. Submit two (2) Rubrics for Assessing Academic and Professional Behaviors from your SW241 Professor and one Social Work Professor of your choice (the rubric is provided in the application packet)
3. The applicant must submit three (3) Professional Reference Forms (provided in the application packet via Google Form) that evaluate and document the applicant's potential for success in social work education and practice. One reference must come from an individual who supervised the student's 40 hours of work as an employee or volunteer in a human services agency
4. Personal Information Form
5. Educational History Survey
6. Volunteer &/or Paid Experience in Human Service
7. Medical Documentation Statement of Understanding
8. Criminal History Statement of Understanding
9. Student Handbook Statement of Understanding
10. NASW Code of Ethics Statement of Understanding
11. Certification

### **Application Evaluation Process**

All requirements of the Social Work Program/Field Application should be submitted by the student, within the Application Canvas course by **October 1st**.

The Social Work faculty will then evaluate each requirement and submit a score. The scores inform the faculty which components of the application are complete and to what degree. The faculty utilize rubrics to evaluate application requirements.

Each application will be evaluated by a minimum of two faculty members. Applicants who meet all requirements moved forward for acceptance. Applicants who fail to meet one or more requirements are discussed at the next Social Work Faculty Meeting to determine next steps. These steps may include (1) accept the application as is, (2) interview the applicant, (3) deny admission, or (4) give provisional acceptance with actionable steps to move towards full acceptance. Decisions will be final and made by a majority vote. Students



denied admission will not be allowed to register for SW443 (Practice with Org. & Comm.), SW480 (Diversity Awareness), SW483/484 (Field Education I/II), SW485/486 (Field Seminar I/II), or SW487/488 (SW Research Proposal/Social Work Statistical Analysis). Each student will be notified of the Program/Field's Admission Decision in an official LC letter, attached and emailed to the student's LC email address prior to the start of the next semester. Additional instructions for Applicants who did not receive full acceptance will be articulated in the letter.

### **Admission Denial Appeal Process**

Any student who is denied admission into the Social Work Program will receive a letter from the Program Director. The student has the right to appeal the program's decision if he/she believes that his/her denial was arbitrary, capricious, or grossly unreasonable.

The process for such an appeal is as follows:

1. The student must inform the Program Director in writing of his/her decision to appeal the program's denial of his/her application within 10 working days from the date of the notice.
2. Should the student choose to formally appeal his/her denial, the Program Director will notify the Program's Social Work Community Advisory Board President that there is a need to form an Appeals Committee within 5 working days of receipt of the written appeal. The Advisory Board President will select at minimum two other agency social worker board members in addition to him/her/themself to serve on the Appeals Committee.
3. Once formed, the Appeals Committee has 10 working days to notify the student of the date, time, and place for a hearing via LCSC e-mail and to review the student's testimony. The appeal will be heard and reviewed on the Lewiston Campus, with an option to use Zoom upon student request. If the appellant is unable or unwilling to participate in the hearing in person or via Zoom, the Appeals Committee will review the written request for an appeal and all criteria used while making the initial admission decision and, subsequently, will make a recommendation to the Program Director about the appeal. The burden rests with the appellant to prove to the Appeals Committee that the denial was arbitrary, capricious, or unreasonable. The student may bring in a support person to the meeting. However, the support person is not entitled to actively participate in the proceedings, but may advise the appellant during the hearing. The Appeals Committee has 2 working days from the conclusion of the hearing make a recommendation to the Program Director in writing.
4. The Program Director will review the recommendation of the Appeals Committee and will inform the student in writing of the Program's final decision within 5 working days of the recommendation.

### **Important Notices**

- Applicants may be interviewed by faculty and/or program Advisory Board Members
- Any falsification in the application for admission may be grounds for dismissal from the program
- The Social Work program cannot grant credit for previous life experience
- Students with prior volunteer or work experience are urged to seek placements that offer different tasks, new contacts and opportunities for personal growth

## Evaluating Academic and Professional Performance

### **Evaluating Academic and Professional Performance**

The Social Work Program is dedicated to ensuring that each student rises to their fullest potential, both academically and professionally. Therefore, to provide consistency regarding academic and professional expectations across the duration of a student's enrollment, the Program utilizes the Rubric for Assessing Academic and Professional Behaviors for all evaluation purposes, during admissions and for ongoing assessment.

The Rubric for Assessing Academic and Professional Behaviors is an assessment tool that examines 16 behaviors: three (3) academic behaviors, nine (9) professional behaviors, and four (4) combined academic and professional behaviors. Each behavior has varied language for each scale, describing levels of performance ranging from (1) unacceptable to (4) outstanding with a total score for 64.

#### *Academic Behaviors*

The seven (7) academic behaviors that are included within the Rubric for Assessing Academic and Professional Behaviors include:

- Academic Presence (#1)
- Reliability (#2)
- Written Expression (#9)
- Initiative & Reliability (#10)
- Responsiveness to Feedback (#11)
- Compliance with Academic and Professional Requirements (#12)
- Conceptual Understanding (#16)

#### *Professional Behaviors*

The thirteen (13) professional behaviors that are included within the Rubric for Assessing Academic and Professional Behaviors include:

- Reliability (#2)
- Communication (#3)
- Respect (#4)
- Self-Awareness (#5)
- Diversity Awareness (#6)
- Collegiality (#7)
- Oral Expression (#8)
- Initiative & Reliability (#10)
- Responsiveness to Feedback (#11)
- Compliance with Academic and Professional Requirements (#12)
- Compliance with NASW Code of Ethics (#13)
- Responsiveness to Communication (#14)
- Professional Appearance (#15)

## **Academic and Professional Performance Grievance**

### *Assessment*

If there is a concern about a student's academic and/or professional performance, current faculty members who are teaching and advising that student each fill out a Rubric for Assessing Academic and Professional Behaviors based on the student's current performance and submit to them confidentially to the Program Director. The Program Director then aggregates the scores for each behavior. If the aggregate rubric indicates that there are multiple behaviors that have fallen into the (1) Unacceptable or (2) Needs Improvement level, then an Academic/Professional Behavior Committee is established.

The Academic/Professional Behavior Committee includes the faculty who brought up the concern, another social work faculty member, and the Program Director. The committee reviews the aggregate rubric, listens to the faculty member's concerns and determines whether the student should be invited to meet with the Academic/Professional Behavior Committee for an Intervention Meeting. If the student is invited to attend an Intervention Meeting, the student receives the aggregate rubric and instructions on when, where, and with whom the meeting will take place in their LC State email.

### *Planning*

The Intervention Meeting will utilize a strengths perspective and solution-focused approach to plan with the student for change. Academic and/or professional actionable steps and completion timeline will be developed by and with the student to assist the student in meeting the academic and professional behavior expectations set by the Social Work Program.

### *Intervention*

The academic and/or professional actionable steps and completion timeline instructions will be included on a LC State Letterhead along with a statement that the student has been moved to provisional acceptance (if was previously accepted) and/or noted within their Social Work file that they are currently on an Academic and/or Professional Behavior Plan Status (has not yet gone through application process). One faculty member will monitor the intervention and meet regularly with the student to assist as needed.

### *Evaluation*

Once the timeline has ended, the Academic/Professional Behavior Committee will meet with the student to hear a progress report from the student and the monitoring faculty member. After the Evaluation Meeting, the Academic/Professional Behavior Committee will then determine which criteria and result should be initiated.

<b>Evaluation Meeting Criteria</b>	<b>Evaluation Meeting Result</b>
Student met academic and/or professional actionable steps	Restore student to full acceptance and/or remove Behavior Plan status from file
Student is making progress towards academic and/or professional actionable steps	Recommended the student receive an extension to complete academic and/or professional actionable steps
Student failed to make any progress towards academic and/or professional actionable steps	Terminate the student from the Social Work Program and counsel into another field of study

### **Termination Based on Academic and/or Professional Performance**

If the Academic/Professional Behavior Committee votes to terminate the student from the Social Work Program, based on the Evaluation Meeting Criteria, then the student will be counseled into another field of study and/or terminated from the Social Work Program. A formal letter, written on LC State letterhead will be sent via email and/or the post, informing the student that their acceptance to the Social Work Program has been terminated. The letter will include the date the termination takes effect, resources for seeking a new career path, and a date in which the applicant may reapply (if appropriate).

### **Field Education Process**

Field Education is a significant part of preparation for professional practice. The Field Experience concurrently integrates course content with hand-on experience. Social Work agencies provide the fieldwork opportunities in which students are supervised by the professional social workers within the agency. A minimum of 400 hours of fieldwork placement is required of all social work majors. This is considered the minimum amount of time for the students to achieve the skills and knowledge necessary to enter the work force as an entry level social work practitioner. The traditional schedule is 200 hours in the fall semester and 200 hours in the spring semester. Students are assigned to one agency for the entire Field Education Experience to ensure a comprehensive practice experience over two consecutive semesters. All students eligible for Field Education will need to complete all components of the Field Process that is located in a Canvas Course. This Field Process course includes three modules to assist students: (1) Prepare for Field, (2) Secure an Internship, and (3) Participate in Internship.

Concurrent practice courses and Field Seminar courses will allow each student the opportunity to apply conceptual and theoretical knowledge to Field Education, to share knowledge of social work roles and functions, and to explore problem-solving with other students. In practice courses, field seminar courses, and in the field placements the student is expected to integrate and apply social work theoretical concepts as well as knowledge, skills, values, and cognitive and affective processes in working directly with clients. This begins with the integration of knowledge from beginning social work courses and culminates with the integration of field experience and senior practice courses.

### **Field Education Placement Process and Scheduling**

Assignment of students to field agencies is a cooperative process directly involving the student, Field Director, Field Liaisons, and the agency. Details of the field education placement process; the responsibilities of students, field instructors and the College; and related policies and procedures are contained in the Field Instruction Manual for Social Work Students. The Field Instruction Manual includes vital information and forms that the student will need to use in his/her fieldwork throughout the senior year of the social work major. The Field Instruction Manual is located on the LC State Social Work website and within the Field Education Process Canvas Course.

Students are expected to complete fieldwork in agencies off campus during the same semesters that they are registered for classes. This means that they will need approximately a fifteen (15) hour block of time within their academic and employment schedules to provide

for fieldwork hours that coincide with hours the social agencies provide services. Transportation from campus varies with the distances and accessibility of private automobiles and public transportation. Some agencies require the use of an automobile.

### **LC State Versus Agency Policies**

Lewis-Clark State College policies that may be in effect on the Lewis-Clark State College campus do not apply to agency field placement sites. Students, while working at community placements, will abide by all agency policies. Any infractions of these policies may result in termination of the field placement, and may result in termination from the program. Other agency policies that interns will abide by may include, but are not be limited to, mandatory drug testing and requirements for fingerprinting and background checks.

### **Medical Documentation:**

Students applying to the Social Work Program's Field Education Process are required to provide medical documentation demonstrating immunization against mumps, measles, rubella, varicella (chickenpox) and tuberculosis. Students can fulfill this requirement by providing medical documentation of vaccination against those conditions, or by providing medical documentation establishing immunity from those conditions. The required immunization documentation must be uploaded to the online CastleBranch tracking system prior to entering their Field Education. Students may decline to provide immunization documentation by uploading a declination form to the tracking program. Students who decline to provide immunization documentation may still be admitted into Field Education. Students are advised, however, that many outside agencies require such immunization documentation and that failing to provide it may result in the student having a limited number of placement site opportunities for an internship. Students who decline to provide immunization documentation accept full responsibility for the consequences of the declination. Immunization and declination documentation may be released to outside agencies by request of the student.

## [Transfer/Life Experience Credit Policies](#)

### **LC State Transfer Credit Policy**

According to the LC State Transfer Student Information document, "the Idaho State Board of Education [and LC State] recognizes the eligibility for transfer of credits from any institution whose regional or national accrediting agency is recognized by the USDE and CHEA. LC State evaluates those credits to determine appropriate equivalencies. Vocational courses or remedial courses are not accepted for academic credit.

### **Social Work Program Policy**

The Social Work Program has authority to determine what transfer credits are determined equivalent to LC Social Work core and elective courses. Below is a table that outlines the various options depending upon where the course is being transferred from (CSWE Accredited, Non-Accredited, or Non-Social Work). The following criteria determine equivalency:

- The content must be similar;
- The credit value must be similar;

- Practice courses must be taught by instructors who have earned an MSW and have two or more years of practice experience;
- Students must earn a B- or better in transfer practice courses;
- Students must earn a C or better in elective or transfer non-practice courses;
- Field and Seminar transfer courses are not permitted.

Transfer Credit	CSWE-Accredited Social Work	Non-Accredited Social Work	Non-Social Work
Approved by	Social Work Faculty	Social Work Program Director	Social Work Program Director
Content	Review Catalog Description	Review Syllabus	Review Syllabus
Credit Value	Must be Similar	Must be Similar	Must be Similar & From Related Field
Instructor Credentials (MSW + 2 years practice experience)	Not Checked	Checked for 300+ Level Practice Courses	Checked for Non-Practice Courses
Social Work Electives	Earn C or Better	Earn C or Better	Earn C or Better
Non-Practice Courses	Earn C or Better	Earn C or Better	Earn C or Better
100-200 Level Practice Courses	Earn B- or Better	Earn B- or Better	Earn B- or Better
300+ Level Practice Courses	Earn B- or Better	Additional Permission by 2 More Faculty	Not Permitted
Field/Seminar	Not Permitted	Not Permitted	Not Permitted

The 54 social work program credits and nine (9) social work electives have been designed to instill the necessary knowledge, values, skills, and cognitive and affective processes students need to become a competent social worker. The sequence and integration of ethical and professional behavior, engaging diversity and difference in practice, advancing human rights and social, economic, and environmental justice, engaging in and enhancing research and policy, and engaging, assessing, intervening, and evaluating practice with individuals, families, groups, organizations, and communities that are woven throughout the LC Social Work Program courses is strategic and in compliance with the accreditation standards of the Council on Social Work Education. Courses from related fields will enhance student perspective, but are not substitutes for social work practice courses.

### **Social Work Course Credit for Life/Work Experience Policy**

In accordance with accreditation standards established by the Council on Social Work Education, testing-out of required social work core courses is not permitted. Students will not be granted academic credit or course waivers for either required core social work classes or field education/field seminar based on life or previous work experiences.

## [Grievances/Dismissal from Program](#)

### **Academic Dismissal from the Social Work Program**

While serving the student consumer within the academic community, social work educators are the first-line gatekeepers to the profession and are thus held responsible for graduating competent beginning-level professionals who are academically, behaviorally, and ethically suited to practice as social workers. The nature of screening of future professional social

workers involves an ongoing process throughout the student's academic career beginning with formal admission to the program through his or her Field Placement. The Lewis-Clark State College: Social Work Program shall not discriminate against students when taking action to remove them from the program or extend their time in the program.

### **Grounds for Academic Dismissals**

Any student whose class or academic performance makes his or her continuance in the program inadvisable may be dismissed from the program. Such student will be apprised of such deficiencies and given recommendations for improvements before dismissal from the program. Such academic performances may include, but are not limited to:

1. Failure to pass (earn a B- or better) one or more social work practice courses after two attempts. Practice courses include SW140; SW241; SW341; SW342; SW343; SW443; SW480; SW485; and SW486.
2. Substantial limitation of conceptual understanding demonstrated in two or more courses.
3. Academic dishonesty which is defined by Student Affairs' Student Code of Conduct includes: cheating, plagiarism, fabrication, and collusion facilitating academic dishonesty.

### **Grounds for Professional Behavior Dismissals**

Professional behavior, especially in practice settings, is a program requirement not separate from the educational component of the program. Unprofessional behavior may include, but is not limited to:

Violating the NASW Code of Ethics.

- Consumption, influence or possession of alcohol or other drugs in class or in field placement.
- Criminal activities, while in the Social Work Program, that could render a student unable to be licensed as a Social Worker.
- Students who pose a significant risk of harm to themselves or others.

### **Student Grievance Policy and Procedures**

The process of addressing grievances of academic or professional behavior matters that are solely within the Social Work Program will be based upon the following:

1. Respect for all involved parties will be communicated throughout the process;
2. Complaints will be investigated in a manner that provides equal access and responsiveness to all parties;
3. Social Work Ethics and Values consistent with the NASW Code of Ethics will be upheld;
4. Resources outside the program or College may be consulted when appropriate;

Grievances outside the Social Work Program that pertain to the College should be addressed with the Student Affairs Office. Details can be accessed from LC's Student Code of Conduct and their Disciplinary Procedures.

Grievances will be handled within the Social Work Program according to the following procedures:

1. The professor, advisor, and/or Social Work Program Director are always available to assist the student with the process.

2. If the student feels his/her rights have been violated, the student should speak directly with the faculty person or agency field instructor with whom he/she has a grievance.
3. The student must address any grievance within thirty (30) days of the situation causing the grievance.
4. If the above procedures do not resolve the grievance, the student may proceed with a more formal process.
5. The next step in the grievance process must be to put in writing and submit to the Social Work Program Director. Anonymous grievances will not be addressed. Include in the document:
  - a. The names of all parties involved
  - b. Describe the situation for which the student is filing the grievance
6. Within seven (7) working days of receiving a grievance, the Social Work Program Director will respond to the student's written grievance. Steps will then be taken by the Program Director to arrange a meeting with the student, the student's academic advisor, the Program Director, and the involved faculty person or agency field instructor.
7. If the grievance is still unresolved after the above steps have been taken, the student may submit the grievance to the Chair of the Social Science Division.
8. After these steps are taken and if the issue is still unresolved, the student may submit the grievance to the campus Grievance Committee. This committee, which includes student representation, will make the final decision.

**Grievances related only to the student's field placement require the following protocol:**

1. The grievance should first be initiated with the Faculty Field Liaison no later than five (5) school days after the situation causing the grievance.
2. If the situation causing the grievance has occurred in-between academic semesters, the student shall file the complaint no later than five (5) school days after the beginning of the next academic semester.
3. The Faculty Field Liaison in coordination with the Field Director shall make a determination within five (5) school days following the presentation of the complaint and will notify the petitioner in writing immediately thereafter.
4. If a satisfactory outcome is not achieved, the appeal may be forwarded to the Social Science Division Chair.
5. The appeal must be presented to the Social Science Division Chair or designee no later than five (5) school days after receipt of Field Director's decision. If the decision occurred in between academic semesters, the student shall file the appeal no later than five (5) school days after the beginning of the next academic semester following the date that the Field Director's decision occurred. The Social Science Division Chair shall make a determination within five (5) school days following the presentation of the appeal and will notify the petitioner in writing immediately thereafter.
6. After these steps are taken and (if) the issue is still unresolved, the student may submit the grievance to the campus Grievance Committee. This committee, which includes student representation, will make the final decision.

## Student Participation

The Social Work Program believes that students have the right and responsibility to contribute to academic and student affairs policymaking. Therefore, in addition to what is offered at the College, the Social Work Program is committed to providing a wide variety of



opportunities for students participate and contribute their voice. These opportunities include, but are not limited to, participation in student course evaluations, representation on faculty hiring committees, policy and procedure focus groups, and the Social Work Advisory Board.

### **Student Course Evaluations**

Student course evaluations are a vehicle used to garner student opinions and feedback regarding course content, procedures, and environment. Evaluations are delivered by the College at the end of each semester and are completed by students attending Social Work classes. These evaluations are reviewed by the course instructor, Social Work Program Director, and the Social Science Division Chair. Students do not identify themselves on the evaluation form. The evaluations are seriously assessed and used for faculty annual evaluations, tenure and promotion portfolios, and curriculum revisions.

### **Student Representation on Social Work Advisory Board**

A student representative from each program option (Lewiston, CDA, and Hybrid) serve on the Social Work Advisory Board. Students serve for two-year terms. Students entering their Junior year are invited to submit a Social Work Advisory Board Application.

### **Student Participation in Social Work Faculty Hiring Committees**

When social work faculty positions become available, social work students and Advisory Board members participate in the hiring process. Candidates for full-time positions are asked to present to a student audience. Recent Alumni (ae) and/or students are members of the search committee and share responsibility for interviewing the candidate. Following the interview process, the search committee then makes a recommendation to the College administration for hiring.

### **Student Representation on Policy and Procedure Focus Groups**

When amending the policies and procedures within the Social Work Program Student Handbook, a student representative from each program option (Lewiston, CDA, and Hybrid) are invited to attend focus groups to inform policymaking.

## Student Social Work Organizations

Students are encouraged to become members of the Student Organization of Social Workers (SOSW) and the Phi Alpha Honor Society. There is also student membership, at a reduced student rate in the National Association of Social Workers (NASW). Membership in NASW includes membership in Idaho Chapter of the National Association of Social Workers. There are chapters of each of these organizations on both the Lewiston and Coeur d' Alene campuses. Students in the Hybrid Program are invited to join either organization.

### **Student Organization of Social Workers (S.O.S.W.)**

The Student Organization of Social Workers (SOSW) provides opportunities for social work students to acquire leadership experience, establish relationships with local agencies, and become involved in an activity-based club and to earn academic credits.

### **Eligibility**

Applicants must be students at Lewis-Clark State College. Generally, students should be interested in pursuing a career in social work.

## **Advantages**

SOSW offers volunteer opportunities within the club. Through this opportunity students are provided exposure to working with task groups which should encourage them to develop group work skills. This experience will acquaint members with various functions of the Social Work Program's mission.

## **Opportunities**

Members may assist with a variety of assignments, including but not limited to holding an office; chairing a committee; attending and brainstorming at meetings; helping with publicity/exposure; managing and/or coordinating specific functions; helping with special functions and fundraisers; publicizing campus activities and public events; advocating for a specific cause; and community involvement.

## **College Credit Option**

Students may earn college credit for assuming positions of leadership in SOSW. Contact one of the organization's advisors; Lauren Nichols or Tiffany Renner, or refer to the Social Work website for further information.

## **Phi Alpha Social Work Honor Society**

The Phi Alpha Honor Society was founded at the Michigan State School of Social Work in 1960; in 2005, a chapter was begun at Lewis-Clark State College. Phi Alpha is a national honor society for social work students, with chapters at colleges and universities throughout the United States. Phi Alpha is eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian goals and ideals by a professional group which quality educational preparation is deemed imperative, students and faculty involvement in social work education at Lewis-Clark State College resolve to sponsor a Chapter of Phi Alpha National Honor Society, thereby to foster high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work.

## **Eligibility**

Students must meet the following criteria to be eligible for membership in Phi Alpha:

- Acceptance into the Social Work Program;
- A 3.25 grade point average in social work courses.

For more information contact one of the organization's advisors; Marte White, or search the Social Work website.

## **National Association of Social Workers and the Idaho NASW Chapter**

The National Association of Social Workers (NASW) is a national organization that supports high standards of social work practice with over 120,000 members from 56 chapters in the United States and abroad. The organization offers a number of benefits to its members including:

- Publications, conferences, and workshops
- Professional standards
- Professional action
- Membership services (Group insurance, professional liability insurance, job postings, travel services, etc.)

Students enrolled in an accredited program of social work are eligible to join NASW at a discounted rate and can purchase professional liability insurance while in their field placement. If you are interested in learning more about NASW, you can contact visit the NASW website or the Idaho chapter. The NASW website has additional information about the profession of Social Work and the roles social workers play in public policy decisions, advocacy, regulation of the profession and job announcement.

## The Social Work Profession

### **Licensure**

Most states (including Idaho) have licensing or registration laws regarding SOCIAL WORK practice and the use of professional titles. Voluntary certification is offered by the National Association of Social Workers (NASW), which awards the title ACBSW (Academy of Certified Baccalaureate Social Workers) to those who qualify. Idaho licenses social workers who pass requisite exams at three levels: Bachelors (LSW), Masters (LMSW), and Clinical Social Workers (LCSW). For more information visit the Idaho Division of Occupational and Professional Licenses website.

For a list of the licensure status of each state, please visit the LC State's Professional Licensure Disclosure website. Please note that not all states license bachelor level social workers. In these cases, you can still practice as a social worker, it just isn't regulated by licensure at that level. Typically, those states start licensing at the master's level.

An applicant is eligible to take the licensing exam three months prior to their expected graduation date of their Social Work Program; however, a license cannot be issued before official transcripts are received. Students should be aware that the examination and licensing process may take several weeks/months to complete.

### **Salary Information from the U.S. Department of Labor**

According to the Occupational Outlook Handbook, 2021 Edition:

1. There are two main types of social workers:
  - a) direct-service social workers: who help people solve and cope with problems in their everyday lives, and
  - b) clinical social workers: who diagnose and treat mental, behavioral, and emotional issues.
2. Social workers work in a variety of settings, including mental health clinics, schools, hospitals, and private practices. They generally work full time and may need to work evenings and weekends.
3. A bachelor's degree is required for most direct-service social work positions, but some positions and settings require a master's degree. Clinical social workers must have a master's degree. Licensure for social workers varies by state. Clinical social workers must be licensed by their state.
4. In 2019, there were approximately 713,200 social work occupations across the nation.
5. Employment of social workers is expected to grow 13% from 2019-2029, faster than the average for all occupations. Growth will be due to an increase in demand for health care and social services but will vary by specialty.

6. The median annual wage for social workers was \$51,760 in May 2020

<b>Social workers, all other</b>	<b>\$64,210</b>
Healthcare social workers	57,630
Mental health and substance abuse social workers	48,720
Child, family, and school social workers	48,430