

# Utah State University Social Work Program



## ***Bachelor of Social Work Student Manual 2014 - 2017***

**Terry Peak, MSW, Ph.D.**  
Professor & Director,  
Social Work Program

Department of Sociology, Social Work & Anthropology  
0730 Old Main  
Logan, UT 84322-0730  
Office: (435) 797-1286  
Fax: (435) 797-1240  
Email: [socialwork@usu.edu](mailto:socialwork@usu.edu)  
Web site: <http://socialwork.usu.edu>

**This handbook is a guide for USU BSW students. This is not a contract and does not supersede University regulations. This handbook may be changed at any time by the Social Work Program.**

Copyright, 2014, Social Work Program. June 2014 Rev.

## Table of Contents

Letter from the Department Head.....	2
Letter from the Social Work Program Director.....	3
Introduction.....	4
BSW Program Mission and Goals.....	4-5
Student Code of Conduct.....	5-6
Academic Advisement.....	6-7
University Studies Requirements for Social work major.....	8
Social work major requirements.....	8-9
Procedures for Advanced Standing in Social Work major.....	9-11
Advanced Standing Application Form.....	11
Field Practicum .....	12
Generalist Social Work Practice.....	13
NASW Code of Ethics (1999).....	14-15
No Course Credit For Life Experience.....	16
Good Standing.....	16
Academic Warning, Probation, Suspension, Dismissal.....	16
Student Grievance Procedures.....	16-19
Students of Concern.....	19
Changing majors.....	19-20
Adding/Dropping courses.....	20
BSW Course Descriptions.....	21-24
Suggested Sequence of Courses.....	24-25
Classroom Civility.....	25
Classroom Climate/Appreciation of Diversity & Difference.....	25
Classroom Accommodation for Students with Disabilities.....	25
AA/EO, Nondiscrimination, Sexual Harassment Policies.....	25-26
Financial Aid/Scholarships.....	26-27
Student Organizations.....	27-28
Selected University Student Services.....	28-30
Social Work Program Faculty .....	31-32
Appendix: Individual Program of Study Form.....	33



# UtahStateUniversity

DEPARTMENT OF SOCIOLOGY,  
SOCIAL WORK & ANTHROPOLOGY

0730 Old Main Hill  
Logan, UT 84322-0730  
Ph: (435) 797-1230  
Fax: (435) 797-1240

Dear Social Work students:

On behalf of the Department of Sociology, Social Work and Anthropology, I am very pleased to welcome you into our Social Work program! We are excited about the opportunity to offer this undergraduate degree at Utah State University, and are pleased that you have decided to become a part of the program.

As you will quickly discover, the faculty members in our Social Work program are dedicated teachers and scholars with substantial experience both as social work practitioners and as educators. They share a deep commitment to insuring that you will have an outstanding educational experience at USU, and that you will leave our program well-prepared to pursue the next phase of your careers as social work professionals.

As one of a limited number of students accepted each year into the Social Work major, you are part of an exclusive group. You and your fellow students will have unique opportunities to work closely with individual faculty members. We are confident that upon completion of degree requirements your training and graduate degree credentials will create many opportunities for professional employment and career advancement.

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

Sincerely,

Leon Anderson, PhD  
Department Head  
Sociology, Social Work & Anthropology (SSWA)



**Utah State University**

DEPARTMENT OF SOCIOLOGY,  
SOCIAL WORK & ANTHROPOLOGY

0730 Old Main Hill  
Logan, UT 84322-0730  
Ph: (435) 797-1230  
Fax: (435) 797-1240

Dear Social Work students:

We are delighted that you have decided on social work as your major – welcome! All social work faculty join me in extending our very best wishes and congratulations to you all. We believe your presence in this major indicates your commitment to social work values, in particular, the principle of social justice, as well as your desire to enhance the quality of life for all persons.

The social work major is a challenging one but ultimately very satisfying. In both classroom setting and practicum placements you will work hard but we expect you to be empowered by your social work knowledge, skills and values just as we expect you to work toward empowering clients toward their own self-determination.

This *Student Manual* is designed to guide you through the social work major. Study it carefully because it contains the answers to the most commonly-asked questions about our curriculum (including the practicum experience), how the social work curriculum interacts with USU requirements, and important support services both in our program and in the larger university. We hope this manual helps respond to most of your concerns but if we have failed to include something you consider important, please let us know as this is a work in progress.

Faculty and peer advisors are here to help you – come in and meet us, we want to get to know you.

Again, welcome future social workers!

Sincerely yours,

Terry Peak, M.S.W., Ph.D.  
Professor & Director,  
Social Work Program

## **INTRODUCTION**

Utah State University's main campus is located in Logan in northern Utah's Cache Valley, 80 miles north of Salt Lake City. The social work baccalaureate degree is also available at selected regional campuses within the university system -- Brigham City, Tooele, Moab/Blanding, and USU-Eastern in Price. USU's social work program offers both a baccalaureate degree (BA/BS) in social work as well as the master's degree in social work (MSW). The program is accredited by the Council on Social Work Education (CSWE) and meets requirements established by the State of Utah for licensure of social service workers.

## **BSW Program Mission and Goals**

### **Program Mission**

THE SOCIAL WORK PROGRAM'S GUIDING EDUCATIONAL PHILOSOPHY IS BASED ON TWO BROAD TRADITIONS: GENERALIST SOCIAL WORK PRACTICE AND THE LAND-GRANT UNIVERSITY HERITAGE. THE SOCIAL WORK PROGRAM PROVIDES A LEARNING ENVIRONMENT FOR THOSE WHO SEEK TO ACQUIRE KNOWLEDGE AND SKILLS IN ORDER TO BRING ABOUT MEANINGFUL SOCIAL CHANGE IN INDIVIDUALS, GROUPS, COMMUNITIES, AND SOCIETY. THE PROGRAM PROVIDES GROUNDING IN GENERALIST SOCIAL WORK KNOWLEDGE, VALUES AND SKILLS SUCH AS CRITICAL THINKING, CLARIFICATION OF PERSONAL VALUES, AWARENESS OF DIVERSITY, PROFESSIONAL USE OF SELF, AND COMMUNICATION AND INTERPERSONAL RELATIONSHIP SKILLS. THE PROGRAM MISSION IS TO PREPARE SOCIAL WORKERS FOR GENERALIST PRACTICE IN A DIVERSE SOCIETY AND TO EQUIP STUDENTS WITH THE KNOWLEDGE AND SKILLS ESSENTIAL TO THE ENHANCEMENT OF THE QUALITY OF LIFE FOR ALL PERSONS.

### **Program Goals**

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

1. To prepare students for employment as generalist social workers or for advanced education through instruction in a professional foundation curriculum and selected liberal arts education coursework.
2. To prepare leaders for responsible citizenship, a commitment to respect for all people, and the quest for social and economic justice, as informed by their application of generalist social work knowledge, values, and skills.

### **Program Commitment**

The program is based on a generalist conception of social work and a problem-solving, empowerment, and strengths model of practice. The social work curriculum stresses problem-solving at the interface of person and environment, which requires that students develop a repertoire of generalist practice skills. The program inculcates in students the knowledge, skills, and values necessary to promote human and community well-being utilizing a theoretical knowledge base. The program is committed to the quest for social and economic justice, and the enhancement of the quality of life for all persons, building

a student's education on a base that includes a liberal arts perspective vital to the development of a social worker.

The program prepares students for advanced standing in graduate professional programs and to provide a foundation for continuing education. To accomplish this, the program facilitates the development of the profession's knowledge, values, and skills; incorporates a well-rounded liberal arts education; application of written and oral communication skills, and the ability to think critically.

The program endeavors to maintain a campus environment that fosters a sense of community and social responsibility. To accomplish this, the program provides opportunities for community service activities, professional development, and opportunities for scientific inquiry through the state-affiliated National Association of Social Workers (NASW) student organization and the Social Work Phi Alpha Honor Society.

## **STUDENT CODE OF CONDUCT**

During academic and field training, students are required to abide by the standards of conduct specified by the NASW *Code of Ethics* and the state of Utah Board of Social Work Examiners. Failure to do so may result in dismissal from the social work program. A more complete discussion of social work program policies can be found on our website at: <http://socialwork.usu.edu/SSC.aspx>

## **Responsibilities of Students**

The program has policies and procedures specifying student rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. Students are encouraged to be involved in student government and to organize in their own interests.

Students are encouraged to join all social work student organizations (NASW student chapter and our Theta Gamma chapter of Phi Alpha, the social work honor society); we recognize that participation is an important component of preparing responsible social workers. In addition to our social work organizations, both the CHaSS College and USU provide a range of student activities, clubs, and events in which students are encouraged to partake. For example, social work students represent the program on the CHaSS Council (our College governance structure) and in the University-wide student government organization (USU/SA). And, since our social work students are typically committed to community service, they also volunteer in a wide range of organizations in the community. Some community service activities are organized by the social work program and students are also involved individually in service activities.

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

University seeks to vest students with primary oversight of these responsibilities through their participation in hearings boards.

## **Rights of Students**

Students can reasonably expect the following:

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

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

## **ACADEMIC ADVISEMENT**

At the beginning of each fall semester, all students should contact department advisors for assistance with course selection, program planning, and meeting graduation requirements. Such advisement is available at the Logan, Brigham City, Tooele and Southeastern campuses. Advisor email addresses and office hours are located at: <http://socialwork.usu.edu/>.

- **Peer Advising (Logan campus only)**

Students with questions about the social work major are encouraged to meet with a peer advisor. Peer advisors are students trained in undergraduate requirements for social work students. They assist students in developing graduation plans, in answering questions about specific courses to be taken in which semester, and in connecting them to available resources on campus. Because the courses in the social work program are sequential, peer advisors understand the importance of helping students stay on track for graduation. Students are encouraged to meet with a peer advisor prior to applying for

advanced standing (in their sophomore year) and as often as needed. Peer advisors have office hours in the social work office (Main 239). No appointment is necessary.

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

To contact our current peer advisor, please call the Social Work office at 797-1286 or email: [socialwork@usu.edu](mailto:socialwork@usu.edu)

- **Faculty Advising (Brigham City, Tooele, Moab/Blanding, USU-Eastern campuses)**

Every student may access a social work faculty advisor who is available to discuss any concerns students may have about coursework, planning for their future in the program, or the social work program generally. Students may contact the faculty advisor at each of these campuses by email to schedule an appointment (current faculty email addresses are available on the social work website).

- **Academic Advising (Logan campus only)**

The social work program is part of the *Sociology, Social Work and Anthropology (SSWA) Department* in the College of Humanities and Social Sciences (CHaSS). CHaSS advisors are also available to assist students with general education requirements or questions about the program or how to stay on track for graduation. Students are encouraged to first meet with an advisor in the program and if they still have unanswered questions, they may meet with an advisor in the CHaSS advising center, located in the Taggart Student Center (TSC), room 302. Students may schedule an appointment by calling 797-3883.

## **UNIVERSITY STUDIES REQUIREMENTS FOR THE SOCIAL WORK MAJOR**

Degree Works, which can be found through Banner, outlines all general education, depth, and social work program requirements and has links to which classes fulfill general education requirements.

**Note:** Approved University Studies courses and requirements are listed in the *General Catalog*. The most current listings are online: <http://www.usu.edu/generalcatalog/>

## **SOCIAL WORK MAJOR REQUIREMENTS**

### **Minimum GPA for Admission:**

Social Work Major 2.75, USU 2.5, Career 2.5.

### **Additional Matriculation Requirements:**

Students must apply for Advanced Standing in the social work major at the end of their sophomore year. Application requirements include: a C or better (C+ in SW 1010) in all prerequisite social work courses and specific University Studies courses, an essay, and a passing score (70% or higher) on the Advanced Placement Test (APT). At the end of the junior year, social work majors apply for the practicum, which requires a passing score (70% or higher) on the Generalist Practice Test (GPT) and a B- or better in all practice classes (SW 3050, 4150, 4160).

**Minimum GPA for Graduation:** 2.75, major; 2.0, USU; 2.0, Career.

### **Minimum Grade Accepted:**

C+ in SW 1010, B- in SW 3050, 4150, and 4160; C in remaining major courses.

*If students have not met class prerequisites, social work faculty reserve the right to dismiss them from that class. Furthermore, seating priority in all social work classes is given to social work majors.*

**Transfer of Credits:** Students who wish to transfer credit from a CSWE-accredited social work program or from a school with which USU has an articulation agreement must submit that transfer credit application to the USU Admissions office. Classes that are 10+ years old cannot ordinarily substitute for a required class. Students cannot substitute life experience/work experience/service for academic credit.

### **Social Work Major**

Students may declare Social Work as their major at any time. All course offerings in social work are open to all social work majors, with the exception of the practice courses (SW 3050, 4150, and 4160) and the field practicum courses (SW 4870/5870), which require admission to advanced standing. Social work students are expected to take courses in sequence in order to have the professional foundation knowledge required for each class. Maintenance of a high grade point average is important as students progress through the major and continue on to graduate school.

<u>First Year</u>	<b>Credits</b>
<input type="checkbox"/> <b>SW 1010*</b> Introduction to Social Welfare (F,Sp)	3
<input type="checkbox"/> <b>ANTH 1010 (BSS)</b> Cultural Anthropology (F,Sp)	3
<input type="checkbox"/> <b>BIOL 1010 (BLS)</b> Biology and the Citizen (F,Sp,Su)	3
<input type="checkbox"/> <b>ENGL 1010 (CL1)</b> Introduction to Writing (F,Sp, Su)	3
<input type="checkbox"/> <b>FCHD 1500 (BSS)</b> Human Development Across the Lifespan (F,Sp)	3
<input type="checkbox"/> <b>PSY 1010 (BSS)</b> General Psychology (F,Sp,Su)	3
<input type="checkbox"/> <b>SOC 1010 (BSS)</b> Introductory Sociology (F,Sp)	3
<input type="checkbox"/> <b>STAT 1040 (QL)**</b> Introduction to Statistics (F,Sp,Su)	3

\*Students must take SW 1010 before taking SW 2100 and 2400.

\*\*Students must complete STAT 1040 with a C- or better for SOC 3120.

### Second Year

<input type="checkbox"/> <b>ENGL 2010 (CL2)</b> Intermediate Writing: Research Writing (F,Sp,Su)	3
<input type="checkbox"/> <b>SW 2100*</b> Human Behavior in the Social Environment (Sp)	3
<input type="checkbox"/> <b>SW 2400*</b> Social Work with Diverse Populations (Sp)	3
<input type="checkbox"/> One elective enrichment course	3

\*SW 2100 and 2400 are *only* offered face-to-face in Logan during spring semester.

### **Procedures for Advanced Standing in the Social Work Major**

In order to be considered for advanced standing, students must turn in a completed application form by March 1 of the academic year. Applications can be obtained in the Social Work Office, Main 239 or online. At the end of spring semester, when the criteria for advanced standing have been met, eligible students will be ranked according to their grade point average, personal statement, performance on the APT, and faculty evaluation. The highest ranking students will be admitted to advanced standing, which will allow them to enroll in upper-division practice courses.

To be considered for advanced standing, students must meet the following minimum criteria:

1. Completion of the following courses with a C or better: ANTH 1010 (BSS), BIOL 1010 (BLS), ENGL 1010 (CL1) and 2010 (CL2), FCHD 1500 (BSS), PSY 1010 (BSS), SOC 1010 (BSS), and SW 2100 and 2400.
2. Completion of SW 1010 with a grade of C+ or better.
3. Junior status (61-90 credits) upon application.
4. Maintenance of a minimum overall GPA of 2.5 and a minimum GPA of 2.75 in social work classes.
5. No *Pass-D-Fail* grades in courses required for the major.

Students applying for advanced standing will be evaluated on the following:

1. Social Work GPA of 2.75 or higher and minimum overall GPA of 2.5.
2. Personal statement/self-assessment of commitment to and participation in extracurricular and volunteer activities, a discussion of career goals, interests, and aspirations congruent with NASW values and purposes.
3. Quality of written material.
4. A satisfactory score (70% or higher) on the APT.
5. Faculty evaluation of professional use of self in the classroom as indicated by class participation and attendance, and in program-associated activities.

Since social work is a professional program whose students should have the capacity to work with vulnerable populations, the program reserves the right to seek additional information, such as references from employers and others. **Students should also be**

aware that if there are any personal data, such as that included on the application for state licensure, which may indicate a potential threat to the public safety and welfare, a student may be denied advanced standing in the program. Students turned down for advanced standing will be assisted in finding a more suitable major or may reapply during the following year.

**Leave of Absence**

After admission to Advanced Standing, students may request a leave of absence from the Social Work program. They must contact the program and reapply in March of the year preceding the requested reinstatement.

To maintain advanced standing status and eligibility for graduation as a social work major, a student (1) must obtain a B- or better in SW 3050, 4150, and 4160, (2) must have completed SW 1010 with a C+ or better, (3) must maintain a minimum overall GPA of 2.5 or better and a minimum 2.75 GPA in the social work major, (4) must receive a grade of C or better in all other courses required for the major, (5) must not repeat more than once any course required for the major, and (6) must not receive a Pass-D-Fail grade for any course required for the major.

<u>Third Year</u>	<b>Credits</b>
<input type="checkbox"/> SW 3050* Practice I (F)	3
<input type="checkbox"/> SW 4100 Social Work Research (F)	3
<input type="checkbox"/> SW 4150 Practice II (Sp)	3
<input type="checkbox"/> SW 4160 Practice III (Sp)	3
<input type="checkbox"/> SOC 3120 (QI)** Social Statistics I (F,Sp,Su)	3
<input type="checkbox"/> Two elective enrichment courses	6

\*Prior to taking SW3050, students must apply for advanced standing

\*\*C- or better in STAT1040 plus 6 credits in Social Work/Sociology courses, are prerequisites for SOC 3120 which must be completed prior to graduation.

<u>Fourth Year</u>	<b>Credits</b>
<input type="checkbox"/> SW 4870 Beginning Field Practicum (F)	6
<input type="checkbox"/> SW 5350 (CI) Social Welfare Policy (F)	3
<input type="checkbox"/> SW 5870 Advanced Field Practicum (Sp)	6

**Required Elective Enrichment Courses**

Nine credits of electives are needed to graduate with a degree in social work. At least two electives are to be taken in social work, and one upper-division elective (3000 level or above) can be taken outside of social work.

	<b>Credits</b>
<input type="checkbox"/> SW 3350 Child Welfare	3
<input type="checkbox"/> SW 3360 Adolescents: Theories, Problems, and Issues	3
<input type="checkbox"/> SW 3450 School Social Work	3
<input type="checkbox"/> SW 3550 Social Gerontology	3
<input type="checkbox"/> SW 3650 Mental Health	3
<input type="checkbox"/> SW 3850 Spirituality & Social Work	3
<input type="checkbox"/> SW 4900* Topical Issue Seminar	3

Students are encouraged to tailor their electives toward their practicum choices.

**Criteria for admission to advanced standing in the BSW program.** To ensure that the most well prepared students are admitted, the program has developed an application rating system (see Table below). The rating system reflects our preference for admitting students with strong liberal arts, academic potential, community service human

backgrounds, capacity for critical thinking, and a commitment to the values of the social work profession. Admissions decisions are not based solely on GPA or any other single criterion but rather on the review of all the application materials as they reflect the applicant's commitment to practice excellence, commitment to the values and ethics of the social work profession, and academic potential, social work practitioner and leader.

<b>BSW Admissions Criteria and Advanced Standing Rating System</b>		
Admissions Criterion	Points	Minimum Standard/Scoring
GPA (overall)	0-15	2.75 (3.6-4.0=15 points, 3.0-3.59=10, 2.75-2.9=5), otherwise 0
Social Work GPA	0-15	2.75 (3.6-4.0=15 points, 3.0-3.59=10, 2.75-2.9=5), otherwise 0
Personal Essay	0-40	Essay evaluated on written communication skills (10 points) , social work interests & career plans (10 points), extracurricular & community service activities (10 points), personal characteristics/self-assessment (10 points).
Faculty rating	0-10	Evaluation of professional use of self: class participation and attendance, evidence of promise for career in human services
APT score (Advanced Placement Test)	0-20	Tests student mastery of material in Intro (SW 1010), HBSE (SW 2100), Diversity (SW 2400). 100 points (90+=20, 80-89=15, 70-79=10, below 70=0)
Available Total Points	0-100	Students apply at the end of their sophomore year, are rank ordered on the basis of this total score, and accepted to advanced standing in the BSW program on that basis. They receive written notification of their acceptance by May 31 and then are able to advance into junior year practice classes.

**The process and procedures for notifying applicants of the decision.** Students formally apply to be in “Advanced Standing” in the major at the end of their sophomore years, and cannot move forward to the junior-level practice classes if not in advanced standing. Students are ranked on the basis of their overall score on the criteria in the Table and admitted based on that ranking. It takes about two weeks after classes end to update all grades and decisions are made as soon as possible after that date. The program director notifies all accepted students immediately by email. Students not accepted are also notified immediately by email and placed on a wait list; that letter contains possible options depending on what the barrier is (e.g. apply to one of the regional campuses, take a chance on the waitlist, try to improve their GPA and reapply next year).

**ADVANCED STANDING APPLICATION FORM** (is available online or in Main 239)  
<http://socialwork.usu.edu/resources/1/BSW%20Advanced%20Standing%20Application%20form/BSW%20Advanced%20Standing%20applicationform.pdf>)

## FIELD PRACTICUM

### Procedures for Admission

Students must complete 480 clock hours of supervised field practicum in conjunction with integrative seminar coursework. The field practicum courses are SW 4870 (Beginning Field Practicum) and SW 5870 (Advanced Field Practicum). Students may register for SW 4870 only after completing all required coursework by the end of spring semester of the junior year and taking the GPT exam on which they must receive a satisfactory (70% or higher) score. Students may contact the practicum director, Dr. Diane Calloway-Graham ([diane.calloway-graham@usu.edu](mailto:diane.calloway-graham@usu.edu)) or the assistant practicum director, Prof. Moises Diaz ([moises.diaz@usu.edu](mailto:moises.diaz@usu.edu)) with questions or concerns.

### The following are eligibility criteria for admission to the field practicum

1. Senior status (92-120 credits completed). Only those students who are
2. Candidates for the baccalaureate degree in social work may be admitted to the field practicum.
3. A grade of *B-* or better in SW 3050, 4150, and 4160.
4. No *Pass-D-Fail* grades received in courses required for the major.
5. Demonstration of appropriate professional, moral, and ethical character, and must abide by the *NASW Code of Ethics*.
6. Maintenance of an overall minimum GPA of 2.5 and a 2.75 minimum GPA in the social work major.
7. A satisfactory score (70% or higher) on the GPT.

Students should also be aware that if there are any personal data, such as that included on the application for state licensure, which indicates a potential threat to the public safety and welfare, and might affect a student's ability to pass a background check, a student may be denied continuation in the program. Students entering the practicum cannot ordinarily begin their placement earlier than the start of fall semester; this practice falls outside of the social work program's responsibility and any accrued hours will not count toward required practicum hours.

### Practicum Application Process

- Students attend an orientation in January of the year preceding field practicum placement. An orientation manual is distributed with information regarding the practicum, the application process and practicum opportunities.
- The orientation buffet is an opportunity for students to visit with a variety of social service agencies and to chat with students currently placed at those agencies. Most of the practicum agencies and supervisors will be present. Each student will interview with 7-8 agencies that are assigned based on the student's interests.
- Students will submit an application for admission to the field practicum that indicates their placement preferences as well as their qualifications and interests.
- Students then meet one-on-one with the practicum director/assistant practicum director to review their applications.
- Each student is assigned pre-placement interviews with agencies, following which the program makes the final determination regarding the field practicum placement.
- Students begin their placement at the beginning of fall semester and complete it at the end of spring semester. All placements are taken concurrent with course work during the fall and spring semesters of the senior year.

**Generalist Social Work Practice.** According to the *Encyclopedia of Social Work*, definitions of Generalist Practice focus on: a) the importance of multiple-level interventions b) a knowledge base carefully chosen from a range of theories and c) dealing with both private issues and social justice concerns (micro to macro practice). The generalist model of social work practice focuses on the interface between systems and suggests the use of multiple interventions in working with clients at the individual, family, group, organizational, community or societal level. Generalist practice incorporates a knowledge, value and skills base that is transferable between and among these diverse contexts. A central theme is the person and environment framework. The following concepts are foundational:

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

**The Strengths Perspective:** Identifying a system's strengths and using those to modify the environment; views client as expert in knowing his/her needs; the social worker as collaborator with client systems

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

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

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

(adapted from Ambrosino, *Social Work & Social Welfare*)

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

- Enhance the problem-solving, coping and developmental capacities of people
- Link people with systems that provide resources, services and opportunities
- Promote the effectiveness and humane operation of support systems
- Develop and improve social policy

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

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

## **NASW Code of Ethics (1999)**

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

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

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

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

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

**Ethical Principles.** The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** *Service*

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

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

**Value:** *Social Justice*

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

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are

focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

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

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

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

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

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

## **Selected Academic Policies**

**No Course Credit for Life Experience or Previous Work Experience.** The social work program does **not** grant academic credit for life experience or previous work experience or for service activities. There are no exceptions to this.

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

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

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

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

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

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

**Grievance Procedures.** Students who have a grievance related to faculty evaluation of their academic performance are encouraged to resolve the problem informally by speaking with the faculty member concerned. If the grievance cannot be resolved informally, the student is encouraged to speak with the social work program director. If a student wishes to formally appeal an academic action, the social work program conforms to the process as set forth in the Academic Appeals section of the *Academic Policies and Procedures Manual*, as follows:

*When a student feels that he or she has been treated unfairly by a specific professor or by existing rules or regulations, there is a sequential process which should be followed to resolve the situation. (Problems may include disagreements regarding a course grade, intervening circumstances which prevent the student from following an assigned procedure, etc.) When a student experiences such difficulties, he or she should go first to the specific professor and discuss the situation. It may be possible to resolve the problem at this level. Should no agreement be reached, the*

*student may then take the situation to the program director or the SSWA department head. If no resolution is reached at that level, the student may then take the problem to the Dean of the College. If there is still no resolution, the matter will be forwarded to an appeals committee. As a last recourse, the student may then take the problem to the Provost's office, where a final decision will be made.*

The social work program at USU maintains high, professional standards for students and faculty members. Because of the nature of professional social work practice, the social work program has different expectations of students than do nonprofessional programs. All social work students are expected to abide by the standards set by the NASW *Code of Ethics*. When a student's performance does not meet expectations according to these established guidelines, a review may be called to bring the problem to the student's attention and to develop a plan to address the problem. Usually, the issue is resolved and the student continues in the program with additional support and/or conditions established for the student's continuance in the program. In some instances, depending on the nature of the problem, the student may be referred to the Dean of Students or the student may be advised to change majors/degree programs and/or discontinue from the program.

Students have the right to appeal decisions made by the social work program, including scholastic dismissal. Students are assured freedom from reprisals for filing appeals. Students who wish to appeal decisions first to the program director and then through the appropriate channels of authority. Students who feel they have been unfairly treated (in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking--which are addressed by procedures separate and independent from the Student Code) may file a grievance through the channels and procedures described in the Student Code. See <http://www.usu.edu/student-services/student-code/article7.cfm> for a detailed description of the grievance process regarding academic and nonacademic grievances and appeals. (The Code of Policies and Procedures for Students at Utah State University, Article VII. Grievances, pages 25-30)

When a student's academic or professional performance is evaluated as deficient, the faculty member brings this concern to the attention of the program director who will discuss the concerns with all parties involved including field practicum personnel if the concerns involve the practicum and then makes a written determination of the issue including recommendations for remediation or termination. Concerns may also be identified through periodic record reviews conducted by the program director. In such cases the program director will provide the student with a written determination of the issue including recommendations for remediation or termination. Upon receipt of this written determination, the student will have 10 days to respond in writing. The procedures and criteria used by this committee and the student's rights regarding this committee are described in the *Student Manual* and *Field Practicum Manual*. The Student Review Committee is *required* to conduct a hearing if termination from the program is a possible outcome of academic or professional performance. More specifically, student reviews can also occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated elsewhere in the *Student Manual*.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage. (NOTE: University guidelines must be followed.)
- Behavior is judged to be in violation of the current NASW *Code of Ethics*.

- Any threat or attempt to harm oneself or other person(s).
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or prior to admission to the Social Work program and becoming known after admission.
- Consistent pattern of unprofessional behavior.
- Failure to meet the standards necessary to remain in good standing in the Social Work program.

The student and the faculty member (or other party who initiated the action) are allowed to view all documents associated with the action, and to bring witnesses to the hearing. The parties have the right to be accompanied by an advisor, including legal counsel. If a student involved in disciplinary action is a current client of the Disability Resource Center then a representative of that entity would be invited to participate in the process.

The Student Review Committee's findings and recommendations are presented to the Department Head who, based on the evidence, has the prerogative to accept or reject the Committee's recommendations, or to return the decision to the Student Review Committee for reconsideration. If the student is not satisfied with the decision of the Department Head, he/she may make an appeal to the Dean of the CHaSS College. If the student is not satisfied with the Dean's decision he/she may make an appeal to the Appeals/Grievance Board. From this point, an appeal would be made to the Hearing Officer, Provost or Vice President for Student Services (if this issue does not pertain to academics), and President of the University, respectively. Additional detailed information about filing complaints, appeals, due process, and protecting student rights is located within *The Code of Policies and Procedures for Students at Utah State University* section of the *Academic Policies and Procedures Manual*.

**Student Review Committee.** The Student Review Committee is comprised of the program director, practicum director and the faculty advisor of the student who is the subject of the review. It forms recommendations regarding remediation or termination of a student in connection to referrals made to them regarding students' professional performance including alleged violations of the NASW *Code of Ethics*. In addition, this committee will review the progress of students placed on academic probation and recommend academic remediation or termination of a student as appropriate to the individual referral. The Student Review Committee may also elect to review the progress of students who receive any grade below a C in a course required for graduation. The Student Review Committee is also responsible for reviewing any student who is the subject of a *Student of Concern* report (see *Student of Concern* section below). Prior to referral to this committee, the program director will have made a written determination of the issue. Upon receipt of this written determination, the student will have 10 days to respond in writing. If the student contests the determination, a referral will then be made to the Student Review Committee.

#### 1. The Process

- a. After a formal referral has been made by the program director, the Student Review Committee will schedule a time for the committee to review the recommendation.
- b. The Student Review Committee will either make a determination or call for a hearing.

#### 2. The Hearing

- a. If a hearing is warranted, the Student Review Committee will proceed through the following process.
  - i. Direct testimony will be called for by all involved persons,
  - ii. After receiving relevant information presented by all concerned persons the Student Review Committee will make a recommendation to the Department Head.
- b. Possible Outcomes
  - i. If the referral concerns a student's academic progress, the Student Review Committee may:
    - Develop a plan of remediation for corrective action to assist the student in successful completion of the program.
    - Recommend a leave of absence to resolve issues that interfere with academic performance.
    - Recommend that the student be retained on academic probation
    - Recommend that the student be terminated from the program.
  - ii. In cases of allegations of professional misconduct including violations of the *NASW Code of Ethics*, the Student Review Committee may:
    - Find no grounds for the allegations, and recommend dismissal of the referral.
    - Find the allegations to have substance and recommend probationary status with or without recommendations for corrective action.
    - Find the allegations to have substance and recommend the student be terminated from the program.

**Students of Concern.** When it is judged that a student's behavior has elevated to a disruptive or threatening level faculty, staff and students are encouraged to make a report to the Office of the Vice President for Student Services. Accordingly, the following language from the University website is included in the *Student Manual*.

*"Day-to-day" interaction with students is both a vital and essential part of being on a university campus. This interaction provides for teaching moments and creates an environment for learning which takes place both in and out of the classroom, and may include discussions with students about appropriate behaviors on campus.*

*Occasionally, a student's behaviors will rise above normal interactions to a level of concern that may lead to disruption of classroom or university activity or cause concern of threat towards oneself and/or others. University training is available to help identify these situations.*

*When it is judged that a student's behavior has elevated to a disruptive or threatening level, the form below should be completed and forwarded to the Office of the Vice President for Student Services. Any questions regarding this process should be directed to the Office of the Vice President for Student Services (435) 797-1712 or [student.services@usu.edu](mailto:student.services@usu.edu).*

**Changing Majors.** A student may choose to change or declare a major at any time. Those who would like to major in social work should declare their major by the time they apply for advanced standing. In order to declare and/or change majors, a student must complete the Undergraduate Change of Matriculation Form which can be obtained at the Registrar's office, at the social work office, or online at [http://www.usu.edu/registrar/files/uploads/Records\\_Forms/Change\\_of\\_Matriculation.pdf](http://www.usu.edu/registrar/files/uploads/Records_Forms/Change_of_Matriculation.pdf).

Students who are interested in adding a second major, emphasis or minor must also fill out this form. Students will need to obtain a signature from both their current major department and their new major department in order to complete the form. Students take completed forms to the Registrar's office in TSC room 246.

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

- Academic Calendar: <http://www.usu.edu/calendar/academic.cfm>
- Undergraduate Catalog: <http://www.usu.edu/ats/generalcatalog/>

## **BSW Course Descriptions**

### **ENG 1010. *Introduction to Writing.***

Students learn skills and strategies for becoming successful academic readers, writers, and speakers: how to read and write critically, generate and develop ideas, work through multiple drafts, collaborate with peers, present ideas orally, and use computers as writing tools.

### **ENG 2010. *Intermediate Writing: Research Writing.***

Writing of reasoned academic argument supported with appropriately documented sources. Focuses on library and Internet research, evaluating and citing sources, oral presentations based on research, and collaboration. Prerequisites: Completion of 30 credits and fulfillment of Communications Literacy CL1 requirement.

### **STAT 1040. *Introduction to Statistics.***

Descriptive and inferential statistical methods. Emphasis on conceptual understanding and statistical thinking. Examples presented from many different areas. Prerequisite: C- or better in MATH 1010 or Math ACT score of at least 23 (Math SAT score of at least 540) within the Math prerequisite acceptability time limit; or satisfactory score on Math Placement Test.

### **SOC 1010. *Introductory Sociology.*** Introduction to society and human interaction.

Discussion of sociological research and global processes. Discussion of how and why people are organized in society.

### **PSY 1010. *General Psychology.*** Explores basic areas of psychology, and how each explains human thought and behavior at the individual, familial, and cultural levels.

### **ANTH 1010. *Cultural Anthropology.*** Introduction of cultural variation among humans. Discussion between culture vs. nature and how people develop culture through learning.

### **FCHD 1500. *Human Development Across the Lifespan.*** Overview of human development across the lifespan, from conception to death..

### **BIOL 1010. *Biology and the Citizen.*** Principles and methods of biology and how they impact the daily life and environment of the individual.

### **SW 1010. *Introduction to Social Welfare.*** This foundation course facilitates development of an approach to thinking about social welfare. It explores the broad common bases of social work professional values, knowledge, skills, social policies, and programs. The overview of social policies and programs discusses how these policies and programs promote the general welfare and ameliorate social problems. Prerequisite to SW 2100/2400.

### **SW 2100. *Human Behavior in the Social Environment.*** This course facilitates understanding of why people behave as they do and then how to apply this knowledge to the professional practice of social work. It is also be a study of the fundamental ways in which the lifelong development of individuals is shaped by the fact that personal growth occurs within social-cultural systems and institutions during particular periods of history and by the fact that individuals interact with these social-cultural systems and institutions in a reciprocal manner. Prerequisite: SW 1010.

### **SW 2400. *Social Work with Diverse Populations.*** This course prepares social workers for generalist practice in a diverse society. While emphasizing social work knowledge, values and skills, we will explore solutions to some of the challenges social workers face in practice with diverse populations. Learning goals include empowerment of groups/individuals as well as accumulating culturally-competent practice skills. Racism and its interaction with American society, the needs of populations-at-risk, diversity and social work practice, culturally-competent practice, social and economic justice, professional social work values and ethics, and the professional use of self, are key concepts that will be included in this course. Prerequisite: SW 1010.

***Admission to advanced standing in social work is a prerequisite to the following classes.***

**SW 3050. *Practice I.*** The main focus is an introduction to the generalist social work framework as an integrative tool, with special attention shown to the strengths and empowerment perspective. This course is an introduction to social work practice with individuals, families, and groups. The emphasis is on generalist practice with individuals as the target for change. This course addresses the social work helping process of assessment, planning, action, evaluation, and termination and teaches the social work change process/problem-solving model utilizing a strengths and empowerment approach. Emphasis is given to developing diversity competence. Special attention is paid to ethical practice and social work values based on the NASW Code of Ethics. Students will learn to apply knowledge and skills in interviewing, interpersonal skills, and record-keeping necessary for generalist social work practice.

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

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

**SW 4160. *Practice III.*** This course emphasizes generalist practice skills with groups, organizations, and community systems. Special attention is paid to ethical issues and working with diverse populations. Practice III is an integral component of a model for bringing about social change, especially at the macro level. Attention is given to the tasks of interrelating client systems through building constituencies, mobilizing resources, brokering, advocacy, negotiating, and grassroots development. The course provides an overview of strategies, tactics, and techniques of social change and developing the ability to apply those skills for generalist practice.

**SOC 3120. *Social Statistics.*** Descriptive and inferential statistical methods with an emphasis on sociological research and application. (Prerequisite is Stat 1040.)

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

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

**SW 5870. *Advanced Field Practicum.*** The Integrative Seminar provides an opportunity to tie the field practice experience to the academic program. It also facilitates the students' transition to their professional role as generalist social work practitioner. Emphasis during the Spring semester is on research in practice, social welfare policy and services, career development, social work licensing, and the application of social work practice values, knowledge, and skills. (Sp)

**Elective courses**

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

**SW 3360. *Adolescents: Theories, Problems and Issues.*** This course is designed to provide students with the knowledge and skills necessary for beginning, generalist practice with adolescents and their families. An emphasis is placed on exploring the helping process with teens, especially multidimensional assessment. The role of social work in key practice arenas, such as mental health, is investigated. (Offered in alternating years with School Social Work.)

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

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

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

**SW 3750. *Medical Social Services.*** This course is an introduction to medical social services and the social work role in many different health care settings. We will discuss the interface of social work and patients rights, medical decision-making, ethical issues, health literacy, the definition of health and disease, the process of diagnosis and treatment, palliative and end-of-life care, and the notion of 'health care consumer. We will study the basic health programs, the major trends in national health planning and

health policy, look at new models of health delivery, and the implications of these for social work and social workers and how to prepare ourselves to be competent social work professionals in medical settings

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

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

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

### **Suggested Sequence of Courses**

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

#### **First Year:**

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

#### **Second Year:**

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

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

#### **Third Year:**

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

\*\*\* Apply for the practicum

#### **Fourth Year:**

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

Students are also required to take 9 credits of social work electives, at least six which must be in social work; one upper-division elective (3000 level or above) may be taken in another, related department.

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

## GENERAL INFORMATION

**Classroom Civility.** USU promotes the free expression of ideas and endeavors to maintain a classroom environment that promotes learning. Please treat each other with courtesy. Please be considerate of others in class – do not text or answer cell phones during class. All cell phones should be turned off during class. If you are using a laptop to take notes, please use it only for this purpose. According to University Student Code, the professor has the right to dismiss anyone who is disruptive to the learning environment.

**Classroom Climate/Appreciation of Diversity & Difference.** Since social work classes typically include a variety of topics that potentially raise controversy or conflict, the following guidelines pertain to how sensitive topics will be discussed. We will assume that gaining new understanding is valuable and essential for all. Further, we will assume that people are always doing the best they can. In our classes we will share information, experiences, thoughts, and beliefs with other members of the class but never demean, devalue, or in any way put down people for what they share in class, for who they are, or what they may represent. Essentially what this means is that our classrooms will be safe settings for open discussion and we will demonstrate respect for each other at all times.

**Classroom accommodation for students with disabilities.** In cooperation with the Disability Resource Center (DRC), reasonable accommodation will be provided for students with disabilities. Please consult with the instructor during the first week of class to discuss these arrangements. The disability must be documented by the DRC. Course materials may be requested in alternative formats through the DRC which is in the basement of the University Inn.

**Sexual Harassment Policy.** Agencies working in cooperation with the Social Work Program should recognize and utilize University policy to deal with sexual harassment in the workplace and classroom setting.

*Sexual harassment of any employee, student, or recipient of the services of this University is absolutely forbidden. Anyone who feels that she/he is the victim of sexual harassment or any supervisor or manager who is made aware of an alleged incident of sexual harassment will take immediate action to resolve the matter. Any individual may contact the University's Affirmative Action/Equal Opportunity (AA/EO) Office for advice, counseling, or clarification leading to an informal resolution of the matter. If an informal resolution is not accomplished or is not possible, further action, including the filling of a grievance and undertaking a formal inquiry/investigation, may be taken to facilitate a resolution pursuant to this policy.*

**Non-discrimination Policy.** All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin,

*disability status, veteran status, or sexual orientation. The Affirmative Action/Equal Opportunity Office at Utah State University is responsible for overseeing compliance of a wide variety of federal/state laws executive orders and University policies that address equal opportunity in employment and education. Ultimately, it seeks to institutionalize affirmative action and equal opportunity concepts in everyday operations and activities. To accomplish this goal, it (1) advises and assists the Utah State University community in ensuring an equal opportunity environment free of discrimination and sexual harassment and (2) assist with proactive efforts to create a gender efforts to create a gender and ethnically diverse community of students, faculty and staff, in order to redress imbalances and enrich the University experience.*

**USU Policy Number 303 on Affirmative Action/Equal Opportunity.** *Utah State University ensures equal opportunity in all aspects of employment, programs and activities and prohibits discrimination based on race, gender, age, religion, national origin, disability status, veteran's status, or sexual orientation. In addition, USU policy number 339 specifically prohibits sexual harassment in the workplace. Also, USU policy number 305 provides discrimination complaint procedures. The Affirmative Action/Equal Opportunity office provides information and educational programs regarding equal opportunity and affirmative action including sexual harassment prevention training and diversity training; assists in setting goals and timetables for hiring; monitors hiring procedures, implements the grievance procedures for discrimination; and oversees the University's affirmative action plan. For further information please call 797-1266*

## **Financial Aid and Scholarships**

- **Financial Aid Office (Logan campus only; students at the regional campus should consult campus personnel about local resources)**

The University's Financial Aid Office is the primary source for financial aid information. The Financial Aid Office is located on the first floor of the Taggart Student Center. Students may be eligible for guaranteed student loans, state public education grants, university grants and/or work study funds. In order to find out if students are eligible, they must complete a financial aid application form, called the FAFSA. This form can be accessed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students may use the computers in the financial aid office if necessary. Contact the financial aid office for deadline information or questions regarding the FAFSA. **Financial Aid Office**, 797-0173 or [www.usu.edu/finaid/](http://www.usu.edu/finaid/)

- **Social Work Scholarships (Main 239 Logan campus only; students at the regional campus should consult campus personnel about local resources)**  
Scholarships are available for social work majors in their junior year once they are admitted to advanced standing. Students apply spring semester of their junior year. Applications are typically due in March and the scholarships are awarded near the end of spring semester and applied the following fall of their senior year.

*Evelyn Hodges and Theodore R.E. Lewis Scholarship*  
Social work GPA and University overall GPA of 3.0  
Shows promise for success in the Social Work Program

*Frances Handwerker Memorial Scholarship*

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

*LuAnn M. Hamilton Memorial Scholarship*

Requirements are scholarship, initiative, character and professional promise

*Social Work Trust Scholarship*

Awarded to a female, based on financial need

- **The College of Humanities Arts and Social Sciences Scholarships Office (Logan campus only; students at the regional campus should consult the advising faculty about local resources)**  
Some scholarships are awarded through CHaSS. Scholarship information can be found at <http://chass.usu.edu/html/study/scholarships-and-fellowships>.
- **University Scholarships**  
Information concerning scholarships provided by the university can be found at: [www.usu.edu/admissions/scholarships/](http://www.usu.edu/admissions/scholarships/)

## **Social Work Student Organizations**

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

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

- *Discount Programs.* NASW affinity credit cards, member discounts on rental cars, and other financial services.
- *Credentialing.* Members can enhance their skills and strengthen their resumes by earning professional credentials.

For information, see the NASW website at [www.socialworkers.org](http://www.socialworkers.org) or the Utah NASW website at [www.utnasw.org](http://www.utnasw.org). NASW maintains a *Code of Ethics* for the profession.

**NASW of Utah State University.** Students are welcome to participate in the USU chapter of NASW which is run by social work students dedicated to community service. Membership fees are paid annually. USU NASW hosts a community service project each month of the academic year. For example, students organize and deliver Thanksgiving dinner for local families in need. Students may choose to participate in publicity, service, brown bag, or social committees. This is a great way to get involved in the Social Work Program. NASW also provides leadership opportunities for students by allowing students to become representatives for their class or serve on committees. For more information, please talk with Professor Shannon Browne ([Shannon.browne@usu.edu](mailto:Shannon.browne@usu.edu)) or Professor Moises Diaz ([Moises.Diaz@usu.edu](mailto:Moises.Diaz@usu.edu)).

**Phi Alpha Honor Society.** The Phi Alpha Honor Society is a national honor society for social work students; USU hosts the Theta Gamma chapter. The purpose of the organization is to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement. Students may apply during the fall semester of their junior year. Membership requirements are: advanced standing status, overall 3.0 GPA and 3.25 social work GPA. Members commit to 40 hours of community service by the end of their senior year (not including their practicum) and pay a lifetime membership fee to the national office and a small local fee for participation costs. Students can gain leadership experience by being the president and class chairs. For more information, please talk with Dr. Jessica Lucero ([jessica.lucero@usu.edu](mailto:jessica.lucero@usu.edu)).

### **Selected University Student Services**

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

**USU Access and Diversity Center.** The mission of the Access & Diversity Center is to promote access, enhance students' educational experience, partner for retention, foster responsible citizenship, and develop diverse student leaders at Utah State University. [Nttp://usu.edu/accesscenter/](http://usu.edu/accesscenter/)

**Disability Resource Center.** The mission of the Disability Resource Center (DRC) is to provide qualified persons with disabilities equal access to University programs, services, and activities as required by the Americans with Disabilities Act and Rehabilitation Act of

1973. This is accomplished by fostering an environment which supports the understanding and acceptance of persons with disabilities throughout the University community, and the provision of reasonable and appropriate accommodations. The DRC affirms the right of persons with disabilities to obtain access in a manner promoting dignity and independence. <http://www.usu.edu/drc/>

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

**Center for Women and Gender.** The Center, an academic entity, creates a professional and social climate focused on enhancing opportunities for women and men. CWG has a strong social justice mission, and all students, faculty, and advocates who are interesting in exploring and addressing the challenges of intersectionalities (gender and ethnicity; gender and culture; gender and religion, etc.) will find an intellectual home with the CWG. <http://womenandgender.usu.edu/about>

**Student Health Services.** The Mission of the Student Health Service is to provide basic medical care with outpatient, primary care, pharmacy, laboratory and health education services to the students at Utah State University in a convenient environment. <http://www.usu.edu/health/HOME.html>

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

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

Career Services is a leader in continuously fostering positive partnerships with employers, students, alumni, faculty, staff, administrators, and the greater community. These external and internal partnerships are critical in helping students and alumni discover their career potential while sharing their success with their families, employers, and communities. <http://www1.usu.edu/career/>

**Counseling Center.** The USU Counseling Center provides confidential mental health services to students on the USU campus. By offering you a full range of counseling services in a friendly environment, we strive to help you achieve your personal, relational, and academic goals while at USU. You might desire to have empathic support and genuine feedback for a difficult situation, learn useful self-management skills, improve your relationships, or resolve new or long-standing problem situations. Services include individual, group, and relationship counseling; crisis and consultative sessions; psycho-educational assessments; and informational presentations about student mental health issues. Services are free of charge for qualified students. <http://www.usu.edu/counseling/>

**Sexual Assault & Anti-Violence Information (SAAVI).** The USU SAAVI Office provides safe and confidential counseling, advocacy, and information to ANYONE at USU who is a survivor of or has questions about sexual assault, rape, dating violence, domestic violence, stalking, hate crimes, hazing, etc. <http://www.usu.edu/saavi/>

## Social Work Program Faculty

<b>Terry Peak</b> , MSW, Ph.D. Social Work Program Director & Professor	MSW, SUNY Albany Ph.D., SUNY Albany	<b>Areas of Interest:</b> Aging, Health Care, Health Policy, Men's Health	Main 239 D <a href="mailto:terry.peak@usu.edu">terry.peak@usu.edu</a>
<b>Derrik Tollefson</b> , Ph.D., LCSW MSW Program Coordinator, Associate Dean (Uintah Basin Campus), Assoc. Prof.	MSW, University of Denver Ph.D., University of Utah	<b>Areas of Interest:</b> Child welfare, family violence, troubled youth, clinical practice, program evaluation	USU Vernal campus <a href="mailto:derrik.tollefson@usu.edu">derrik.tollefson@usu.edu</a>
<b>M. Diane Calloway-Graham</b> , MSW, Ph.D., CSW Field Practicum Director, Assoc. Prof.	MSW, University of Utah Ph.D., University of Utah	<b>Areas of Interest:</b> Gender, social work theory, social policy.	Main 239 A <a href="mailto:diane.calloway-graham@usu.edu">diane.calloway-graham@usu.edu</a>
<b>Moises Diaz</b> , MSW, CSW Assistant Practicum Director & Clinical Assistant Professor	MSW, Eastern Washington University	<b>Areas of Interest:</b> Social Work in Educational Settings, Cultural Issues	Main 240 B <a href="mailto:moises.diaz@usu.edu">moises.diaz@usu.edu</a>
<b>Shannon Browne</b> , MSW, J.D. Clinical Assistant Professor	MSW, Columbia University J.D., Ohio State University	<b>Areas of Interest:</b> Clinical social work in residential treatment, child guidance clinic, and a crisis program for children and adolescents.	Main 244 A <a href="mailto:shannon.browne@usu.edu">shannon.browne@usu.edu</a>
<b>Sean Camp</b> , MSW, LCSW Clinical Assistant Professor	MSW, University of Georgia	<b>Areas of Interest:</b> Child sexual abuse, adolescent sex offenders, child welfare, foster care/adoption, gay and lesbian parenting.	USU Tooele campus <a href="mailto:sean.camp@usu.edu">sean.camp@usu.edu</a>
<b>Susan C. Egbert</b> , MSW, Ph.D., CSW Assistant Professor	MSW, Portland State University Ph.D., University of Utah	<b>Areas of Interest:</b> Improving the welfare of children, strengthening families, direct practice, research, and systems change, adoption, foster care, child abuse prevention	USU Kaysville Campus <a href="mailto:susan.egbert@usu.edu">susan.egbert@usu.edu</a>
<b>Jenifer Evers</b> , MSW, LCSW Clinical Assistant Professor	MSW, University of Montana	<b>Areas of Interest:</b> Childhood trauma, intimate partner violence, gender, research.	USU Moab campus <a href="mailto:jenifer.evers@usu.edu">jenifer.evers@usu.edu</a>
<b>Jessica Lucero</b> , MSW, Ph.D., Assistant Professor	MSW, University of Wyoming Ph.D., Wayne State University	<b>Areas of Interest:</b> Neighborhood effects, communities, marriage and fertility, at-risk youth and families, childhood exposure to violence, family violence, advanced quantitative research methods.	Main 244 B <a href="mailto:jessica.lucero@usu.edu">jessica.lucero@usu.edu</a>

<b>Jennifer Roark</b> , MSW, Ph.D. Assistant Professor	MSW Portland State University, Ph.D. University of Colorado at Boulder	Licensed addiction counselor, domestic violence, juvenile justice	Main 240B <a href="mailto:Jennifer.roark@usu.edu">Jennifer.roark@usu.edu</a>
<b>Carl J. Sorenson</b> , MSW, LCSW Clinical Assistant Professor	MSW, BYU	<b>Areas of Interest:</b> Clinical practice, sexual compulsivity, trauma, substance abuse & addiction, sex offender treatment, crisis intervention	USU Brigham City campus <a href="mailto:carl.sorenson@usu.edu">carl.sorenson@usu.edu</a>

# Utah State University

Social Work Department

Name: \_\_\_\_\_  
 Student ID #: \_\_\_\_\_  
 Major: \_\_\_\_\_  
 Minor: \_\_\_\_\_

New Freshman

## Individual Program of Study

General Education	
Required Course	Course to be Taken
<b>Competency Requirements</b>	
CL (3 cr)	English 1010
CL (3 cr)	English 2010
QL (3 cr)	Stats 1040
CIL (Exams)	
<b>Breadth Requirements</b>	
BCA (3 cr)	
BHU (3 cr)	
BLS (3 cr)	Bio 1010
BPS (3 cr)	
BAI (3 cr)	
BSS (3 cr)	FCHD 1500 Soc 1010 Psy 1010 Anth 1010
<b>Depth Requirements</b>	
QI (3 cr)	Soc 3120
CI (3 cr)	SW 5350
CI (3 cr)	
DHA (3 cr)	
DSC (3 cr)	

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

Fall Year:		
Dept.	Course No.	Credit Hrs.

Spring Year:		
Dept.	Course No.	Credit Hrs.

Fall Year:		
Dept.	Course No.	Credit Hrs.

Spring Year:		
Dept.	Course No.	Credit Hrs.
SW	2100	3
SW	2400	3
***Apply for the Program***		

Fall Year:		
Dept.	Course No.	Credit Hrs.
SW	3050	3
SW	4100	3
SOC	3120	3

Spring Year:		
Dept.	Course No.	Credit Hrs.
SW	4150	3
SW	4160	3

Fall Year:		
Dept.	Course No.	Credit Hrs.
SW	4870	6
SW	5350	3

Spring Year:		
Dept.	Course No.	Credit Hrs.
SW	5870	6
***Graduate***		

Social Work Electives		
Dept.	Course No.	Credit Hrs.

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