

**STUDENT HANDBOOK**

**FOR THE**

**DEPARTMENT OF SOCIAL WORK**



**Social Work**

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**DEPARTMENT OF SOCIAL WORK, SAINT  
FRANCIS UNIVERSITY,  
169 Lakeview Drive, P.O. Box 600, LORETTO, PA  
15940**

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## SAINT FRANCIS UNIVERSITY STATEMENT OF NON-DISCRIMINATION

Saint Francis University does not discriminate in its employment practices or in its educational programs or activities on the basis of sex, gender identity, age, race, color, ethnicity, religion, sexual orientation, physical or mental disability (including perceived disability), national origin (including ancestry), marital status, pregnancy, veteran or military status (including disabled veteran ; recently separated veteran; active-duty, wartime, or campaign badge veteran; and Armed Forces Service Medal veteran), predisposing genetic characteristics, or any other protected characteristic under applicable local, state, or federal law. The University also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator, Lynne Banks (lbanks@francis.edu). For a complete copy of the policy or for more information, please contact the [Title IX Coordinator](#) or the [Assistant Secretary of Education](#) within the [Office for Civil Rights \(OCR\)](#). ([Equal Opportunity, Harassment and Non-Discrimination | Saint Francis University](#))

## **SAINT FRANCIS UNIVERSITY SOCIAL WORK PROGRAM ADEI STATEMENT:**

Saint Francis University's Bachelor of Social Work program is committed to cultivating a learning environment rooted in anti-racism, diversity, equity, and inclusion. Our program is committed to preparing students to respect the uniqueness of individual persons by exhibiting cultural competence, being socially aware, and being social workers capable of recognizing the inherent value in every human person. We provide our students with the knowledge, skills, and ethical foundation to engage critically with diverse populations, challenge oppressive structures, and advocate for equitable access to resources and opportunities. We actively encourage open dialogue, respectful engagement, and ongoing self-reflection on biases and privileges. Through curriculum design, field experiences, and community engagement we develop graduates who actively work to dismantle racism in all levels of practice and promote social justice.

## **SAINT FRANCIS UNIVERSITY SCHOOL OF HEALTH SCIENCES AND EDUCATION DEI STATEMENT:**

**WE WELCOME ALL...to become that someone** with the School of Health Sciences and Education. We embrace all people in the spirit of solidarity and assure impartial and inclusive learning environments strongly committed to anti-racism, social justice, diversity, equity and inclusion which are contained and expressed in the university Mission Statement and the Goals of Franciscan Higher Education. We are committed to concerted efforts at all levels to recognize and respect the uniqueness of individual persons while empowering the transformation of our communities, and schools into environments that grow, share and deliver empathetic and equitable services to underserved and underrepresented groups.

## **PART 1**

### **INTRODUCTION TO THE SOCIAL WORK DEPARTMENT**

Saint Francis University has offered a Social Work Department since 1963. It was formally accepted as an accredited social work degree program by the Council on Social Work Education (CSWE) in 1974. The Saint Francis University Social Work Baccalaureate Department prepares students for entry-level generalist social work practice. The Department is designed for students who wish to work in human service agencies or related fields and/or wish to attend a graduate school of Social Work. The Department is a component of the School of Health Sciences and Education Faculty have graduate degrees in social work and have had experience in a variety of social work settings.

The Department is a member of the Council on Social Work Education and is fully accredited for its baccalaureate Social Work Department.

The Social Work Department is located on the second floor of the Library, in rooms 310 and 314. Melissa Garrity is the Administrative Assistant and is located at the Library's 3<sup>rd</sup> floor receptionist desk. Dr. Suzanne Black, the Department Chair, is located in Library 314 and Dr. Morgan Daugherty, LCSW, Field Instruction Coordinator, is in Library 310.

During the academic year the Social Work office is open from 8:30 a.m. until 4:00 p.m. (Monday through Friday). You can leave messages/mail for faculty members at the receptionist/administrative assistant's desk on the 3<sup>rd</sup> floor. All faculty members also have e-mail addresses and telephone numbers that can be found on the campus website.

This handbook is intended as an aid for you. We hope that you will use it regularly to understand the operation of the Social Work Department and your role as a student. If you have any questions about the Social Work Department, please contact your social work faculty advisor.

Additional information about the Department can be found on the Social Work website at:

<https://www.francis.edu/Social-Work/>

## DEFINITION OF GENERALIST SOCIAL WORKER

According to the Council on Social Work Education, a social work generalist is:

“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, racial, economic, and environmental 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” (CSWE, 2022).

By the time a student graduates from Saint Francis University's Social Work Department, they will be able to perform the tasks of a generalist social worker, including:

- A generalist social worker uses problem solving, empowerment, and strength-based approaches to apply the knowledge, values, skills, and affective processing of the social work profession to practice with the systems of individuals, families, groups, organizations, and communities.
- A generalist social worker is able to assume, as appropriate, a variety of helping roles including but not limited to enabler, broker, advocate, mediator, educator, and activist; and practice in ways which demonstrate cultural competence, concern for the achievement of social and economic justice, and the advancement of human rights.
- A generalist social worker performs a wide range of tasks related to the provision and management of direct services to individuals, families, groups, organizations, and communities.
- A generalist social worker is involved in the development and implementation of social policy.
- A generalist social worker facilitates social change.

- A generalist social worker utilizes knowledge about systems theory, problem-solving and social justice to focus on interactions and independence of the person in the environment.
- A generalist social worker can choose interventions using a variety of theoretical approaches that inform practice.

### SAINT FRANCIS UNIVERSITY MISSION STATEMENT

As the oldest Franciscan institution of higher learning in the United States, Saint Francis University draws inspiration from our Catholic tradition and expresses the lived example of Saint Francis of Assisi in the modern world. Saint Francis University promotes an inclusive learning community and a lifelong path to virtue, truth, and compassion. Within a culture that seeks understanding through innovation and collaboration, we champion both the inherent dignity of the individual person and the common good.

### SAINT FRANCIS UNIVERSITY VISION STATEMENT

Saint Francis University is a Catholic and Franciscan university that provides high quality education and innovative learning experiences, so students *become that someone* that God calls them to be.

### SAINT FRANCIS UNIVERSITY GOALS OF FRANCISCAN HIGHER EDUCATION

#### Franciscan Character

*Valuing the University's Franciscan heritage and joining the mission of the Franciscans of the Third Order Regular of Saint Francis of Penance, the University strives to communicate the ideals of Saint Francis of Assisi in the modern day through its mission of education. Saint Francis called all people to a life of metanoia - a life of constant transformation of mind and heart in the Lord. The University Community joins in pursuing the life of grace as we journey together to our eternal home. Realizing the presence of God in every student, the faculty and staff strive to demonstrate through word and work the love of God as they facilitate the spiritual and intellectual formation of our student body.*

#### Relationship to Social Work:

Social Work is guided by a strong sense of values that guide the profession. In the same manner that Franciscans can look to the sacrifice, vision and zeal of their founders, social workers also have a rich history that serves to guide us in our work. Integrity is a very important value instilled in our students, which is an ideal shared with Franciscanism. (Supporting local charities, such as Lilian Kennedy Golf Outing for Cure SMA (LKG), Take Back the Night Events (TBTN), Classes, Monthly Mission, that provides feminine hygiene products to almost all campus classroom buildings.

The above mission is appropriate to social work education because it embodies the values, perspectives, and knowledge base of the social work profession. Consistent with the Educational Policy and Accreditation Standards (EPAS), our mission indicates our focus on social and economic justice and those experiencing oppression. Also consistent is the building of generalist social work knowledge, values, and skills. We are strongly committed to a systems and person in environment approach to applying social work knowledge, values, skills, and to principles of human rights, social and economic justice, through a value-based education. Students are continually challenged to assess individuals, families, communities, and organization through the lens that we all are people of importance and value.

It is also a mission of the social work program to prepare students to work with all people at all developmental and systems levels. We prepare social workers who will effectively work with diverse populations. Social work students learn empowerment strategies to effect change for clients at all social system levels.

### **Humble and Generous Attitude Towards Learning**

*Living with an awareness that God, the source of all good, gifts us with talents of mind and heart, we as members of the Saint Francis University Community, receive and share these gifts humbly. We recognize that the gift of learning calls us not to self-advancement but to a generous gift of self for the benefit of others. We strive for excellence without arrogance and generosity in sharing our intellectual gifts, rejecting the power and prestige of knowledge as we seek to serve our brothers and sisters. As a community of learners, we encourage a free and open exchange of ideas as we seek truth together. We wish to follow the encouragement of Saint Francis that in the exercise of learning we should never extinguish the spirit of prayer and devotion, which such learning should foster.*

### **Relationship to Social Work:**

One of the identified values in social work, according to the NASW Code of Ethics, is service. Students at SFU seek knowledge to serve, which is consistent with this value. As a guiding ethical principle, social workers elevate service to others above self-interest, which is consistent with this goal. Furthermore, NASW indicates in the code of ethics that social workers should continue to strive to increase knowledge values, and skills that are applied in professional practice. As with the SFU value, we too seek to share our knowledge and contribute to the knowledge base of social work.

Social workers are also expected to practice within an area of competence and to continue to learn more and become better professionals. (Volunteer Opportunities, Classes, Field Practicums)

### **Community of Faith and Prayer**

*Seeking God, the fulfillment of all desire, the Saint Francis University Community most fully expresses its identity as a Catholic and Franciscan University when it follows the Lord Jesus Christ and lives out this relationship as a Community of Faith and Prayer. Following Saint Francis, who did what God had given him to do, the University invites all of its members to spiritual growth, regardless of their background. As a community of learners, we particularly seek to foster the spirit of prayer and devotion through our studies. At its heart, the University holds the celebration of the Eucharist and the Sacramental life of the Church as the animating principle of all it does.*

### **Relationship to Social Work:**

Social workers strive to help people become autonomous and self-actualized in their lives. Saint Francis could easily be seen as a social worker considering his stand for social justice and help for the poor. Social workers are also taught to be respectful of all people, regardless of religious beliefs. Social Work students are taught the person in environment and systems theories which assess religion and spirituality's importance in the client system. The benefit of this spiritual

assessment is to understand if a client utilizes a faith or prayer life to incorporate within their treatment plans (Classes, Volunteer Opportunities, etc.)

### **Respect for the Uniqueness of the Individual Person**

*Imitating Francis of Assisi, we recognize that the image and likeness of God dwells in every human person and is expressed in a particular way through their unique giftedness. Inspired by Saint Francis, for whom even lepers became a source of consolation and joy, the University affirms the goodness of all human life. While no one is free of the reality of sin and suffering, the University's members learn to receive and practice mercy through one another. Therefore, the University commits itself to fostering the spiritual, intellectual, emotional, and physical health of the entire University Community.*

#### **Relationship to Social Work:**

This Franciscan goal is further related to recognizing the dignity and worth of the individual, but also speaks to the social work value of recognizing the importance of human relationships. In working with students, we model how students must see the value of working as partners in the helping process, both with clients and colleagues. Social workers are taught to attempt to strengthen relationships with others for the sake of the well-being of people at all systems levels. Social workers also strive to promote self-determinism in our clients with respect to individual differences.

### **Service to the Poor and Needy**

*Seeing Saint Francis, who loved the poor, crucified Christ and served him in his members, we strive to love Christ who is particularly present in the least of our brothers and sisters, especially the poor and the disenfranchised. Refusing to see people as objects to be used and controlled, the University Community exercises its many gifts and talents in serving the poor and needy both at home and abroad. It is by doing so that the University realizes the joy of fulfilling its opportunity and obligation to relieve the suffering of Jesus, present in our brothers and sisters.*

#### **Relationship to Social Work:**

A core value of social work is service to others. Social workers help others using the skills, knowledge, and values of the profession. Social workers are always expected to work in an ethical manner, guided by a strong Code of Ethics. We, too, look to provide for all in need and those who are oppressed and disenfranchised. Social Workers are taught to empower vulnerable populations to include but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation and tribal sovereign status. This skillset embodies the example of Christ who calls us to Love All People.

### **Solidarity and Reconciliation**

*Living as brothers and sisters to one another and all creation, we form, by God's design, a Community that transcends particular nations and cultures. In the many communities across the*

*world in which they will serve, the University forms its students to take up the ministry of reconciling the world to God both through their professional work and the example of their lives.*

**Relationship to Social Work:**

Social workers embrace the attitude that all humans must be treated with dignity and care. In generalist roles of mediator, advocate, negotiator we embrace the value of a global vision to help bring justice to those oppressed and to bring some form of reconciliation to all. Social workers strive to empower people, working on behalf of marginalized people, oppressed and vulnerable to include immigrants, refugees and asylum seekers. We have a genuine respect for diversity found in all cultures.

**Reverence for All Life and Care of Creation**

*Flowing from the abundant Goodness of God and our identity as sons and daughters of God, we live as brother and sister to one another and all creation. This shared life leads us to reverence for all human life, to treat all persons in accord with their inherent dignity, to work together for the common good, and to care for our common home. In imitation of Francis, humble imitator of Christ the Servant, our faith moves us to action, helping to bind the wounds of those who suffer and bearing one another's burdens.*

**Relationship to Social Work:**

A value identified by NASW in the Code of Ethics is the Dignity and Worth of the person, by which the social worker respects all individuals. We are aware of the individual differences of people and seek to help those in need, as well as being responsible to society.

**Spirit of Simplicity and Joy**

*Recognizing that Jesus, the Son of God, did not regard equality with God as something to be grasped at but, instead, emptied himself and was born in the likeness of people, Saint Francis considered nothing and no one beneath him as he sought to live in solidarity with his Savior. Saint Francis celebrated the love of God present to him at all times and in all situations. Joyfully imitating him, we affirm that God draws close to us in whatever state and circumstances we have been given. In gratitude, we affirm that all that we have is a gift, and seek to conform our lives to that of our Creator.*

**Relationship to Social Work:**

Social workers are expected to practice with a respect for the dignity of others. We are often seen as models for those we help. A good social worker uses their common sense as well as the knowledge base of the profession when working with others. We are courteous and respectful to others.

**MISSION OF THE SOCIAL WORK DEPARTMENT**

The Social Work Department endeavors to meet the mission objectives of Saint Francis University and the field of social work. In addition to the mission related to the goals of Franciscan higher education, the Social Work Department has as its mission:



The Social Work Program at Saint Francis University is dedicated to preparing baccalaureate level students to become generalist social work professionals who embody the core values of the social work profession: which include service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. The program is grounded in the Franciscan values of compassion, humility, and respect for all creation. It is dedicated to improving the social, economic, and environmental conditions among diverse and oppressed populations at the individual, group, community, and global levels.

### **SFU SOCIAL WORK PROGRAM ADEI STATEMENT**

Saint Francis University's Bachelor of Social Work program is committed to cultivating a learning environment rooted in anti-racism, diversity, equity, and inclusion. Our program is committed to preparing students to respect the uniqueness of individual persons by exhibiting cultural competence, being socially aware, and being social workers capable of recognizing the inherent value in every human person. We provide our students with the knowledge, skills, and ethical foundation to engage critically with diverse populations, challenge oppressive structures, and advocate for equitable access to resources and opportunities. We actively encourage open dialogue, respectful engagement, and ongoing self-reflection on biases and privileges. Through curriculum design, field experiences, and community engagement we develop graduates who actively work to dismantle racism in all levels of practice and promote social justice.

### **DEPARTMENT GOALS**

The Learning Objectives (Goals) of the Saint Francis University Social Work Department are based off the 2022 CSWE EPAS.

1. Social worker students understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social Work Students will develop critical thinking skills within professional practice.
2. Social worker students understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.
3. Social worker students understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.
4. Social worker students use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs.
5. Social worker students identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social Work students will demonstrate knowledge of the history of the social work profession, current structures and issues.
6. Social worker students understand that engagement, assessment, intervention, and evaluation is an ongoing component of the dynamic and interactive process of practice with and on behalf of individuals, families, groups, organizations, and communities.
7. Social work students will demonstrate professional use of self and utilize supervision to improve knowledge, skills and abilities of social work practice.

8. Social Work students will apply and understand theoretical models such as: bio-psycho-social, Person-in-Environment, Systems Theory, and their interaction with social systems (families, groups, organizations and communities).

**The Council on Social Work Education (CSWE) has defined in the 2022 EPAS, 9 Competency areas to guide Social Work Program. The below statement is why competency-based education is important:**

“Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base” (CSWE EPAS 2022)

**Council on Social Work Education (CSWE)  
2022 Educational Competencies**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in

oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and

- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## PART 2

# SOCIAL WORK REQUIREMENTS AND PROGRAM ORGANIZATION

The sequence of the Social Work Major courses and Distribution Requirements is designed to provide professional education. The social work course content builds the knowledge, skills and values acquired in the foundation courses listed under the Distribution Requirements. Recommended electives and a registration checklist appear in the Appendix.

In addition to the University requirements for a degree at Saint Francis University, the Social Work Major must take the following specified courses:

## SOCIAL WORK REQUIRED COURSES

1. **Social Work 203:** Introduction to Social Welfare (3 credits). This course is offered during the **first** semester of their freshman year. Students are introduced to the history of social work and fields of practice. Students learn and understand the NASW code of ethics and values of the profession. Students are introduced to systems theory and person in environment.
2. **Social Work 223:** Group in Theory and Practice (3 credits). This course is offered in the **second** semester of the freshman year. It is a theory and practice course where students understand the theoretical knowledge base of group work and group practice. Students continue with understanding ethical knowledge and value-based practice.
3. **Social Work 201:** The Family in Theory and Practice (3 credits). *Prerequisite:* Sociology 101, or equal class and a Psychology elective choice with your social work advisor. This course is offered the **third** semester of the paradigm. Students utilize theory to understand how to work with families.
4. **Social Work 310:** Human Behavior and the Social Environment (3 credits). *Prerequisites:* Sociology 101 or 102 or Social Work 203. This course is offered concurrently with SCWK 315. This course is offered in the **first semester of their junior year**.
5. **Social Work 314:** Social Welfare Policies and Issues. (3 credits) *Prerequisites:* Social Work 203, Social Work 310. (this course can only be taken in the traditional class on campus, online is not accepted) This course is offered concurrently with SCWK 316. Students take this course in the **second semester of their junior year**.
5. **Social Work 315:** Social Work Processes I (6 credits) Includes 6 hours of classroom instruction related to skill development to work with individual group sessions. *Prerequisites:* concurrent with SCWK 310; if student is just coming into major they can take this course with SCWK 203. Students enroll in this course the **First semester of their junior year concurrent with HBSE**.
6. **Social Work 316:** Social Work Processes II (5 credits). Includes one day per week of field instruction and 2 classroom sessions. *Prerequisites:* Social Work 315. Students enroll in this course the **second semester of their junior year and take SCWK 314 concurrently**.
7. **Social Work 425:** Social Work Field Instruction (15 credits). Includes four days per week in field instruction and one 2.5 seminar instruction in skills development for community and organization/agency work. *Prerequisites:* Social Work 316 and approval of social work advisor. Students enroll in this course **the first semester of their senior year**.

9. **Social Work 426:** Senior Seminar (3 credits) *Prerequisites:* Social Work 425.  
**Social Work Capstone (Oral and Written Comps)** Grant writing experience Students enroll in this course the **second semester of their senior year.**

## REQUIRED COLLATERAL COURSES

1. **Computer Science 101:** An Introduction to Computers (3 credits). Introduction to the basic concepts and techniques of how computers are used to help solve problems with emphasis on quantitative reasoning applications in science, business and other areas of life; discussion of components of a complete computer system, including equipment, programs, data, procedures, and personnel; applications packages, online and web resources. No prior exposure to computers is assumed. Fall, Spring, Summer.
  2. **SCWK 402: Cultural Diversity:** Explore issues of race, social class, and gender inequality from national as well as global perspectives. Examine the social structures that create systems of power and oppression. Investigate the intersection of gender, race, and social class, by taking into account multiple standpoints. Study concepts such as race/ethnicity, racism, white privilege, sexism, male privilege, institutionalized racism and sexism as well as policies, people, and practices aimed at social change
  3. **Statistics 101:** Basic Statistical Methods (3 credits): Basic philosophy of statistical reasoning. Data collection. Techniques for organizing and presenting statistical data. Sample mean, variance, and standard deviation. Statistical decisions - estimation and hypothesis testing. Linear association and prediction.
  4. **Political Science 102:** American National Government (3 credits): Operations and Implications of the American political system. Emphasis on the Constitution, the Federalist Papers, Supreme Court decisions, and other primary source materials and documents. Congress, the presidency, bureaucracy, courts, interest groups, and individual citizens stressed. Current national issues critically analyzed. Formal structures and rules of the “game” are not neutral and such knowledge is necessary for effective participation by citizens.
- 5.Sociology 302:** Social Research (3 credits) *Prerequisites:* Statistics 101: Guided development of individual or team research projects, with class discussion of problem formulation, research design, the application of computers, analysis of data, and research reporting.
- 6 . Psychology 209 Developmental Psychology** and a psych elective or Social Work elective from the list below (6 credits)\**Prerequisite:* Psychology 101: Comprehensive study of the theories, concepts, and empirical research which investigates human development from conception to death. Consideration of basic questions such as the relative contribution of “nature” and “nurture,” the presence or absence of predictability and continuity in development, and the question of human uniqueness. Investigation of psychological, biological, and environmental influences on development. Topics include cognitive, personality, social, and emotional development.

**7. Biology 105 or Biology 205:** Human Biology and Human Anatomy and Physiology: Biological principles are applied to practical understanding of body functions and the importance of exercise, nutrition, etc. Current human concerns such as AIDS, cardiovascular disease, and cancer are discussed and related to recent scientific evidence. May be used in partial fulfillment of graduation requirements in science. (also a general education requirement)

**8.Economics 101:** Principles of Economics/Principles of Macroeconomics: Introductory course in economics: basic forces underlying the economic organization of society; theory of national income, aggregate demand, level of employment, money and banking and government fiscal policy

**OPTIONAL COURSES: Optional social work courses are recommended but not required.**

- SCWK 202: Introduction to Women and Society (3 credits)
- SCWK 205: Gerontology (3 credits)
- SCWK 220: Case Management
- SCWK 221: Crisis Intervention (Fall)
- SCWK 222: Death and Dying (Spring)
- SCWK 224: International Social Work
- SCWK 320: Alcohol Abuse and Alcoholism (3 credits)
- SCWK 450: Special Topics in Social Work
- SCWK 501: Independent Study (1 – 8 credits).

## SOCIAL WORK ELECTIVES

**SCWK/SOC 202 - Introduction to Women in Society (3 credits)** The historical, cultural, institutional, and sociological sources circumscribing the role women play in today's society; myths and misunderstandings about women; the contributions of women in society. Open to men and women. *Fall, Spring.*

**SCWK 205 – Gerontology (3 credits)** This course provides the student with an introduction to the study of the aged and aging in the context of contemporary American society. The student will derive both a theoretical and practical understanding of aging individuals and families and the aged as an increasing segment of society. Since gerontology is an interdisciplinary field of study, course content includes the social, psychological, physical/health, political and economic aspects of growing old. *Spring.*

**SCWK 220 – Case Management (3 credits)** This course explores the use of case management in public and private human services programs. Applicable to many professions, the course focuses on issues of eligibility, efficient use of community resources, program planning, and models of case management. Additionally, it discussed the role and function of individuals that provide case management.

**SCWK 221 – Crisis Intervention (3 credits)** This course will provide students with a basic understanding of crisis theory and crisis intervention. Students will become familiar with the characteristics of a crisis, assumptions of crisis theory and crisis intervention models. Students will also come away from this course with an understanding of the different types of clients and crises they face. Students will also develop a competency in working with clients of differing culture, race, and ethnic backgrounds. Students, for example, will understand the unique stressors recent immigrants confront and how social workers can implement



culturally-sensitive crisis interventions. In addition, students will become familiar with the role of culture, ethnicity, and race in issues of depression, schizophrenia, violence, and illness and death and dying.

**SCWK 222 – Death and Dying (3 credits)** This course explores the universal and profound experience of death, dying, and bereavement to prepare the student to increase their understanding of the concept of death through exploration of death and dying in art, literature, philosophy, theology, and social sciences. Terminal illness, the dying process, grief, and suicide are emphasized, as well as how these topics are influenced by race, class, gender, cultural values, and religious beliefs. Consideration will be given to the contextual perspective of death and dying with attention paid to the beliefs and needs of individuals, families, and communities as they relate to loss and mourning. Special topics (hospice, living wills, children's bereavement, etc.) will be discussed.

**SCWK 225 – International Social Work** This seminar is designed for students interested in international social work practice and policy abroad or transnational or transcultural social work practice and policy in the United States with immigrants, refugees, international adoptions, advocacy work concerning international issues, etc. This seminar is also relevant to social work students who wish to apply principles of social development and asset-based community development in disenfranchised, marginalized and vulnerable communities anywhere.

**SOC/SCWK 320 Alcohol Abuse and Alcoholism:** Substance abuse, sociological factors concerning usage; supportive legislation, consumption levels, models of alcoholism, the psychosocial and medical aspects of addiction; treatment services and modalities in the context of comprehensive care; the problems of special populations; prevention and current research findings. *Fall.*

**SCWK 450 or above – Special Topics in Social Work** Because social work is an ever-changing discipline, we often will be asked to produce a course specific to those changes. The topics vary based on the interest of the students. Previous topics include several that are now on our regular elective list. We have also offered topics on mental health, treatment modalities, and violence against others.

## SOCIAL WORK PARADIGM

FALL			SPRING		
		Credits			Credits
WRIT 102	Research Writing	3	MATH 101 or higher	General Mathematics	3
BIOL 105	Human Biology	3	SCWK 223	Group in Theory and Practice	3
SCWK203	Intro to Social Welfare	3	SOC101 or SCWK/SOC 202	Gen Sociology or Intro to Women and Society	3
PLSC102	American Nat'l Government	3	PSYC101	Intro Psychology	3
ECON101	Principles I	3	FTAE 105	Introduction to Franciscan Theology	3

CORE 103	CES I	0	Core 113	First Year Seminar	3
			CORE 104	CES II	0
		15			18
<b>Sophomore</b>					
PHIL 105	Introduction to Philosophy	3	History Elective	American history preferred	3
SCWK 201	Soc Persp of Family	3	SCWK402	Cultural Diversity	3
PSYC209	Developmental Psychology	3	STAT101	Statistics I	3
LIT 104 or 201 or 202 or 204 or 207 or 270	Intro to Literature	3	Fine Arts	FNAR, ART, MUS or THTR	3
LANGUAGE	Foreign Lang 102 OR HIGHER or ASL	3	SCWK Elective	Elective	3
			CPSC101	Into to Computer	3
		15			18
<b>Junior</b>					
SCWK310	HBSE	3	SCWK314	Social Welfare Pol	3
SCWK315	Processes I	6	SCWK316	Processes II	5
FTAE or PHIL (elective) 300	Phil/Religion elective	3	SOC302	Social Research	3
SCWK/Free	Free Elective	3	Free Elective		3
			SCWK/PUBH/PSYC	SCWK/Free Elective	3
		15			17
<b>Senior</b>					
SCWK425	Field Instruction	15	SCWK426	Senior Seminar	3
			SCWK Elective or PSYC Elective	Social Work if PSYC Preferably Psychopathology	3
			SCWK Elective	Elective	3
			CORE 407	Keystone Seminar	3
			Free Elective		3
			Written and Oral comps		
		15			15

**RECOMMENDED ELECTIVES****SOCIAL WORK**

**SCWK/SOC 320 - Alcohol Abuse and Alcoholism**  
**SCWK/SOC 202 - Introduction to Women in Society**  
**SCWK 205 - Gerontology**  
**SCWK 220 - Case Management**  
**SCWK 221 - Crisis Intervention (Fall)**  
**SCWK 222 - Death and Dying (Spring)**  
**SCWK 224 - International Social Work**  
**SCWK 450 - Special Topics in Social Work**

**SOCIOLOGY/CRIMINAL JUSTICE**

**SOC 102 - American Society and Its Problem**  
**SOC 208 Globalization and Development**  
**CJ 209-Crime and Delinquency**  
**CJ 303-Victimology**

**PSYCHOLOGICAL SCIENCE**

**PSYC 204-Personality**  
**PSY 205 - Psychopathology**  
**PSY 304 - Social Psychology**  
**PSYC 311: Research Methods and Stats I**  
**PSYC 312: Research Methods and Stats II**  
**PSY 314 - Biopsychology**  
**PSY 322 - Psychology of Women & Gender**  
**PSY 323 - Cultural Psychology**  
**PSY 406 - Clinical and Counseling Psychology**

**PUBLIC HEALTH**

**PUBH 101 – Intro to Public Health**  
**PUBH 110-Concepts of Health and Disease**  
**PUBH 320 – Strategies in Health Policy and Law**

**BIOLOGY**

**BIO 103 – Environmental Studies**  
**BIO 203 -Ecology**  
**BIO 301 - Genetics**

**PHILOSOPHY/FTAE**

**PHIL 203 - Environmental Ethics**  
**PHIL 212 - Health Care Ethics**  
**FTAE 410- Compassionate Caregiving**

## TRANSFER CREDIT POLICY

Students transferring to the Saint Francis University Social Work Department from another university must first apply to the Saint Francis University admissions office. General Education requirements will be evaluated for transfer by the Director of Advising and Retention with the social work Department Chair. No transfer credit will be awarded for courses graded less than a “C”. Social work courses at the 200 level and above will only be considered for transfer if taken at another social work department accredited by the Council on Social Work Education or approved by the state of Pennsylvania’s agreement with junior colleges. Should it be necessary, the student should be prepared to provide copies of course syllabi and/or catalog descriptions of social work courses taken for review by the Social Work Department Chair for a final decision on transfer credit.

The University transfer policy is located at: [Saint Francis University - Policies Portal](#)

This policy is articulated to students through advising and is also documented in the student handbook.

## SOCIAL WORK AS A DISCIPLINE

### **The Interrelate Purposes**

The fundamental objects of social work concerns are the relationships between individuals and between individuals and social institutions. Historically, social work has contributed to the development of these relationships in such a way as to promote social and economic justice and protect the opportunities for people to live with dignity and freedom.

Professional practice thus focuses on the transactions between people and their environments that affect their ability to accomplish life tasks, alleviate distress, and realize individual and collective aspirations. Within this general scope of concern, social work, as it is practiced in a wide range of settings, has four related purposes.

- The promotion, restoration, maintenance, or enhancement of the functioning of individuals, families, households, social groups, organizations, and communities by helping them to prevent distress and utilize resources. These resources may be found in people’s intrapersonal or interpersonal capacities of abilities and in social services, institutions, and other opportunities available in the environment.
- The planning, development, and implementation of the social policies, services, and Departments required to meet basic needs and support the development of capacities and abilities.
- The pursuit of such policies, services, and Departments through legislative advocacy, lobbying, and other forms of social and political action, including providing expert testimony, participation in local and national coalitions, and gaining public office.
- The development and testing of professional knowledge and skills related to these purposes.

### **The Professional Context**

Social work is a self-regulating profession with sanction from public and voluntary auspices. Through all its roles and functions and multiple settings, social work is based on knowledge and guided by professional values and ethics. With its central focus on the transactions between people and their environments, social work uses research and theory from social, behavioral, and biological sciences as well as from social work practice itself, developing a unique perspective on the human condition.

Social work as an organized profession is practiced in a wide variety of settings and in the major institutions of society, including the family. It is the primary discipline in social services provision and is one of the essential disciplines in income maintenance, health, education, and justice organizations. It is utilized as well in business, industry, and government. Social work is necessary in meeting the social needs of diverse population groups with a wide range of problems and aspirations.

Evaluation of student professionalism occurs at all levels. Students are expected to adhere to the NASW code of ethics when at the field placements, in the classroom and when volunteering through club or volunteer activities. Students are reminded and expected to engage with Code of Ethics in mind at all times.

### **Historic Competencies of the Entry Level Professional Social Worker**

The basic competency relationship to social work education is not new. In the 1970's Baer and Federico identified ten competencies for social work practice for generalist social workers. The ten basic competencies which were identified as necessary to the entry level social worker are:

**1. Identify and assess situations where the relationship between people and social institutions needs to be initiated, enhanced, restored, protected, or terminated.**

*Includes use of methods of data collection and analysis, including electronic technology for these purposes; interviewing, observation and recording; review and analysis of institutional policies and procedures, involvement of the client population in the data collection and assessment process to the fullest extent possible; carrying out data collection and assessment processes with involuntary clients; collaboration and teamwork with others relevant to the data collection and assessment processes; use of interpersonal skills and relationships with individuals and groups.*

**2. Develop and implement a plan for improving the well-being of people based on problem assessment and the exploration of obtainable goals and available options.**

*Includes involvement of client populations in the planning and implementation processes to the fullest extent possible, planning and working with involuntary clients humanely and sensitively, planning and implementing plans within the ethics of social work; learning about and utilizing the distinctive strengths of each individual and each cultural and lifestyle group; collaboration and teamwork with relevant others or groups outside the client system in planning and implementing plans.*

**3. Enhance the problem-solving, coping, and developmental capacities of people.**

*Includes provision of information; provision of support; teaching people useful skills; facilitating interaction between people with mutual interests or concerns individually and through the use of groups; use of indigenous helping networks and resources; respect for and use of unique strengths and resources of diverse individuals and groups; helping the involuntary client with support when necessary and with the exploration of more rewarding behaviors when possible; use of the problem-solving model; helping client populations make use of (or better use of) existing services, resources, opportunities; making use of interpersonal skills and relationships with individuals and groups, being aware of one's own values about people and groups.*

**4. Link people with systems that provide them with resources, services, and opportunities.**

*Includes knowledge of relevant systems; use of the self-help and indigenous helping networks; initiating self-help activities when appropriate; obtaining and disseminating information, making use of electronic*

*technology as available; clarifying procedures and objectives; mediating between people and systems; facilitating communication and interaction; providing support to people needing or seeking resources, services, opportunities; monitoring structures to insure their humane, equitable, and helpful treatment of people; referring people to the most appropriate service-resource opportunity.*

**5. Intervene effectively on behalf of populations most vulnerable and discriminated against.**

*Includes collection and analysis of caseload and printed data about such populations; outreach efforts to identify and reach these populations; sensitivity to priorities, need definitions, and resources used by diverse groups; facilitating changes in policies and legislation that impede the provision of resources or services to vulnerable populations; advocating for needed services; assisting in the development of needed resources and services; use of existing services and resources and of protective legislation to supplement and support indigenous resources; use of professional standards and ethics when evaluating services, resources, opportunities provided to people; being aware of one's own values regarding human diversity educating resource systems about the needs of vulnerable populations through the provision of relevant information.*

**6. Promote the effective and humane operation of the systems that provide people with services, resources and opportunities.**

*Includes the maximum use of agency policies and structures to facilitate the provision of services, resources, opportunities to people; analysis of agency planning and policymaking structures; participation in activities to improve and/or initiate agency services and procedures; development of a collegial support network; use of interpersonal skills and relationships with individuals and groups; timely and efficient performance of agency procedures; participation in agency decision making as appropriate; use of professional standards and ethics as a guide when functioning in agencies and other helping systems: special sensitivity to the needs of involuntary clients; collection and analysis of caseload and printed data and making it available to appropriate persons in helping systems.*

**7. Actively participate with others in creating new, modified, or improved service, resource, opportunity systems that are more equitable, just, and responsive to consumers of services, and work with others to eliminate those systems that are unjust.**

*Includes methods of evaluative research; planning; policymaking; involvement of client populations in planning and policymaking as much as possible; creation of support networks in resource and helping system; sensitivity to the needs of involuntary clients who may not be able to express them or affect service delivery; use of professional standards and ethics; use of personal power and influence; work with colleagues to initiate and/or support changes in dysfunctional agency policies and practices.*

**8. Evaluate the extent to which the objectives of the intervention plan were achieved.**

*Includes the formulation and utilization of devices to measure intervention success or failure; use of methods of data collection and analysis, including electronic technology for these purposes; involving client populations in the evaluation process; use of evaluative data to renegotiate the service plan as appropriate; consulting with colleagues about intervention strategies.*

**9. Continually evaluate one's own professional growth and development through assessment of practice behaviors and skills.**

*Includes use of methods of data collection and analysis about one's own practice activities and their effects; obtaining feedback from client populations; obtaining feedback from colleagues; using professional standards and ethics as a framework to evaluate one's own practice; reading and drawing*

*upon current scientific and practice literature; ongoing participation in continuing education; increasing self-awareness.*

**10. Contribute to the improvement of service delivery by adding to the knowledge base of the profession as appropriate and by supporting and upholding the standards and ethics of the profession.**

*Includes personal involvement in the activities of professional associations; through knowledge of professional standards and ethics, ongoing involvement in professional continuing education Departments; collaboration with colleagues in activities to advocate for or support professional standards and ethics in legislation and places of employment; ongoing assessment of one's own practice; using one's practice experience as a basis for contributing to the knowledge base of the profession.*

## ENTRANCE CRITERIA

Social Work as a profession has evolved during the last century because of society's concern about problems related to the distribution of resources and opportunities, as well as problems of health and illness and the growing stress on individuals in their pursuit of satisfying lifestyles in an increasingly complex society. Therefore, the practice of Social Work requires not only knowledge and specialized skill, but also a healthful and hopeful attitude in working with people. This includes the ability to face the harsh realities of life while retaining compassion for people facing those realities and the determination to help them make constructive changes in themselves or their environment. For these reasons, acceptance into the Department as a social work major is provisional.

## REQUEST FOR ADMISSION AND PROCESS:

Social Work Program elects to admit students simultaneously into both the institution and the program. First the admissions department reviews the academic transcripts from the applicant's high school, the admission review process looks for baseline academic performance to ensure that the applicant has completed the necessary credits for and is expected to graduate high school or has already obtained a state-authorized GED.

- i. The criteria for admission include a submitted application through either the university's CRM or through the Common App and an official transcript from an accredited high school. Students are encouraged, although not required, to submit additional materials such as a personal statement/essay, letters of recommendation, standardized test scores, resume of activities/involvement, or anything else they feel would provide more insight to their academic and co-curricular experiences.
- ii. The process for the evaluation of applications includes a review of the applicant's coursework and academic achievement (most commonly the GPA). While there is no minimum required GPA for the program, the admissions review does seek to ensure that an applicant has shown evidence of academic achievement and shows the potential for continued academic achievement within the college curriculum. If an applicant is deemed *at-risk*, their application materials are forwarded on to the Enrollment Review Committee (ERC) which is made up of three faculty members from various disciplines, the director of the center for academic success, and the director of admission.
- iii. The admission decision types include:
  - a. Full acceptance.
  - b. Full acceptance with enhanced academic support and monitoring through the university's OASIS program.
  - c. Denial.

- iv. The process for the notification of each decision type includes the following:
  - a. For a full acceptance (with or without OASIS), a printed letter on university letterhead and signed by the director of admission is mailed to the student in an official acceptance package. The letter also details the academic merit scholarship. Additionally, the student receives a notification of acceptance through their online application portal. The student also receives notification from their admission counselor via phone call, email, or text message. The student finally receives an email notification from the program chair.
  - b. For a denial, a printed letter on university letterhead and signed by the director of admission is mailed to the student. The letter encourages the student to complete an appeal of the denial and includes details on how to complete an appeal.

**Second Screening:** Formal entrance into the Department as a social work major is threefold:

1. The successful completion of Social Work 203: Introduction to Social Welfare and Social Work 310: Human Behavior in the Social Environment with a grade of C or higher.
2. The achievement of an overall grade point average of 2.2 or higher on a scale of 4.0.
3. The evaluation of the student's suitability for the profession based on classroom performance, volunteer experiences, involvement in the Social Work Club and enrichment activities. The Social Work faculty advisor determines acceptance into the Department.

The formal entrance occurs during the sophomore year or when 49 credits are obtained, although for administrative purposes, students can be identified as social work majors in their freshman year.

Transfer students will be screened by the Office of Admissions and then by social work faculty to determine their eligibility and prospective status in the Department. See University Catalog Transfer student policy.

Grievances and appeals may be referred to a committee composed of social work faculty and student representatives of the Social Work Club.

B. Students are informed of the policies in the Social Work Handbook and at <https://www.francis.edu/admissions>

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4. The successful completion of Social Work 203: Introduction to Social Welfare and Social Work 310: Human Behavior in the Social Environment with a grade of C or higher.
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The University transfer policy is located at: [University Policies & Handbooks | Campus Life | Portal \(francis.edu\)](#)

Grievances and appeals may be referred to a committee composed of social work faculty and student representatives of the Social Work Club.

## ACADEMIC PERFORMANCE

All students are given a regular performance evaluation each semester, and they have access to all grades on their unofficial transcript, located in my francis.edu. Social Work students are held responsible to the same criteria for grading as other majors on campus. According to the Saint Francis University Website, the following identifies how academic performance is evaluated.

Once degree students have completed two semesters of enrollment, their academic records will be reviewed on a regular basis to see whether they are making satisfactory academic progress as shown below. During each two semesters (normally one academic year), students will be required to complete a minimum number of credits, depending on the type of program. This review will be:

Progress is checked two ways depending on when you started full-time enrollment. For example: if you begin the fall semester, your progress will be checked at the end of the spring semester. At this time, you must have maintained satisfactory progress in order to receive aid for the following academic year. If you begin in the spring, your progress will be checked at the end of the following fall semester. At that time, you must have maintained satisfactory progress in order to receive aid for the upcoming spring and fall semesters.

A student can only repeat a late-drop or failed course ONCE to be counted toward academic progress.

Credits to be included in total number completed are those for which the student receives a grade of A, B, C, D, or P (credit by examination). Credit for which the student receives a grade of W, WP, WF, or I will not be included, although "I" (Incomplete) grades which result in a determination of unsatisfactory progress may be reviewed upon completion of course work. Incomplete grades not completed by the end of the academic contracted date are computed as "F"s.

## APPEALING A GRADE

If a student wishes to question or appeal a grade, the student will, prior to the sixth week of the subsequent Fall or Spring Semester:

1. Contact the instructor to ask for an explanation of the grade determination. The instructor of the course will review how the grade was determined.
2. If the student is not satisfied with the instructor's explanation, the student will then meet with the department chair or director of the academic Department sponsoring the course to express concern. The chair/director will meet with the instructor of the course to ascertain how the grade was determined. The chair/director will then meet with the student to inform the student of the chair's/director's determination on the appeal.  
Students wishing to appeal grades in departments or Departments having published department/Department appeal policies must follow the department/Department procedures.
3. If the student is not satisfied with the progress or the results of the inquiry to the instructor and chair/director, the student must, prior to the end of the sixth week of the subsequent Fall or Spring Semester, submit a letter of appeal to the Dean of the School of Health Sciences and Education. The letter must include a summary of the meetings with the instructor and the chair/director as well as a rationale for the appeal. The Dean of the School of Health Sciences and Education will discuss the appeal with the department chair/director and the instructor of the course to determine their analysis of the appeal and then will meet with the student to discuss the

final decision. The Vice President of Academic Affairs will have final decision if the Dean is the instructor of the course. The policy can be found: [Saint Francis University - Policies Portal](#)

## GRIEVANCE PROCEDURE

The procedure for addressing grievances in any aspect of the Social Work Department will be based on the following criteria:

1. Complaints will be taken seriously and investigated in a matter that provides equal access and responsiveness to all parties.
2. Respect for all involved parties will be communicated throughout the process, including validation of feelings;
3. A win-win solution will be sought wherever possible; i.e., a solution that provides validation, respect and positive consequences for all parties;
4. Social work values and ethics will be adhered to;
5. Resources outside the Social Work Department, such as the Center for Well Being, may be suggested as appropriate.
6. Cases in which the student is not in agreement with the findings following the grievance procedure can take their case to the Academic and Professional Review Committee

## ACADEMIC & PROFESSIONAL PERFORMANCE REVIEW COMMITTEE (APPRC)

Professional Departments have unique obligations that transcend academic performance obligations to the profession and to the client system. Accordingly, the Social Work Department has established a set of academic and professional performance requirements that are at the center of successful achievement of the Bachelor of Social Work degree and performance as a professional social worker. When students fall below this level, they should first consult with the faculty member involved and/or their social work advisor. If this doesn't seem to be adequate to resolve the issue, the student may be referred to the Department Chair. Reasons for referral to the APPRC could include:

1. Overall GPA falls below 2.00 and/or the social work GPA falls below 2.25 in social work required classes after being accepted into the social work Department.
2. Students must have at least a C in all required social work courses to continue in the program.
3. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable dialogue with other people.
4. Student conduct that is not congruent with NASW Code of Ethics and the values of the social work profession. Behavior in the student's fieldwork and the classroom that does not conform to the profession's values and ethics are included in this category.
5. Behavior that interferes with the student's functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers. According to the NASW Code of Ethics:
  - (a) "Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
  - (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately

seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

These behaviors include but are not limited to excessive substance abuse, sexual misconduct, physical assault, stalking, bullying, illegal weapons possession threatening others, harm to self, intimidation, excessive absenteeism from call or field and others. Any behavior that the Saint Francis University Student Development office deems worthy of suspension will be reviewed and proper consideration regarding removal from the program will result.

6. Failure to adhere to field agency policies and professional standards.
7. Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for personal, physical or emotional problems which interfere with professional functioning.
8. Students may self-refer to this committee should they experience a concern beyond the scope of their academic advisor.
9. Students in Field Placement should follow the Field Placement Termination and Transfer Policy.

Academic and Professional Performance Review: This is a standing committee within the Social Work Department that meets as needed. Its membership includes the Dean of the School of Health Sciences and Education and faculty members appointed to the committee by the Dean. Confidentiality considerations preclude student membership on this committee at this time. Any student, faculty member or field instructor may request a meeting of this committee at any time for review of problematic performance. The APPRC was formed in 2013.

#### PROCEDURE FOR REVIEW BY THE (APPRC):

1. Documentation of Concern and Preliminary Resolution: It is the responsibility of the faculty/field instructor/field liaison/student to identify and to document reasons for referral for an APPR. The faculty member/field instructor/field liaison/student is expected to discuss the issue with the student and prepare a written statement outlining the issues and concerns and suggested behavioral interventions the student is to make. A timeframe for amelioration is required. At the end of the timeframe, the faculty member/field instructor/field liaison will meet with the student to ascertain progress. Students in their Senior Field Experience may have already completed this step and should progress directly to Step 2 when referred for an APPR. A copy of the written statement and progress report is to be sent to the Chair of the APPRC for discussion at the next meeting.
2. Academic and Professional Performance Review: If the procedure above does not resolve the faculty member's/field instructor's/field liaison's concerns about the student's performance, the faculty member/field instructor/field liaison is to request a meeting of the APPRC. The committee will review the report and will invite the student to discuss her/his performance problems. The student may invite another representative to sit in on the meeting. Agency supervisors or others involved in or knowledgeable about the case may be invited to attend, subject to the prior approval of the Chair of the committee. The student will be notified in advance of those who will be in attendance. The actions that are taken are:
  - a. Plan for Remediation: The committee will draw up a remediation plan for the student. This plan may include tutoring, mentoring, counseling, medical attention or placement reassignment. A time frame for implementation and review of the plan will be formulated.

- b. In severe cases a written notice that the student's major is in jeopardy may be issued. A copy of the warning is included in the student's file; copies are also sent to the department chair, to the student, and to the Vice President for Student Development.
  - c. Withdrawal: In extreme cases, cases involving a violation of the Code of Ethics or where someone is put in danger, the student will be required to immediately withdraw from the Social Work Department. Again, a copy of the written notice of this decision will be distributed to the student, the student's file, the Department Chair, the Dean, and the Vice President for Academic Affairs and the Vice President of Student Development.
3. Review with possible termination: Once a plan of action is developed with the student, review of the plan will be completed in this step. There are two possible outcomes of this review. With satisfactory completion of the plan, the student would be permitted to continue in the social work department. Unsatisfactory completion of the plan may result in the student's termination from the social work department.

### STUDENTS NEEDING ACADEMIC ASSISTANCE

Faculty of the social work department are aware that students sometimes have difficulty with certain classes and may need additional assistance to successfully complete a course. The social work faculty will do the following in cases where students determine they do need additional assistance. The faculty of the department may also recommend that a student seek additional assistance, although the final determination of accepting assistance is by the student.

1. The student will meet with the student's advisor and discuss the need for assistance. They will formulate a plan of assistance.
2. In situations when the class the student is struggling with is outside the social work major, the student may consider seeking aid from the Center for Academic Success. The center provides tutoring at no cost to the student. The tutoring program is certified through the International Tutor Certification Program sponsored by the College Reading and Learning Association.
3. If the student is struggling with a social work class, the student will meet with the instructor and discuss a plan for additional assistance as needed. If this proves unsuccessful, the social work faculty will meet and discuss additional methods or interventions to assist the student.

### ACCOMMODATIONS

The following information is available from the Saint Francis University website. <https://www.francis.edu/Academic-Support-Services/>

#### Accessibility Services

Saint Francis University is a community that welcomes and embraces students with physical and academic disabilities. Each disability is unique and for this reason, services are individually tailored to the needs of each student.

The Coordinator of Academic Support and Accessibility Services is located in Scotus Hall.

Please contact (814) 472-3176 or [cas@francis.edu](mailto:cas@francis.edu) with questions or for more detailed information on available services.

The Center for Academic Success in Francis Hall provides five private testing rooms for students in need of a distraction-free environment for their exams. These rooms are electronically monitored and need to be reserved in advance. Additional accommodations are available as needed. If a student has a documented learning disability, the student should contact the Academic Support and Accessibility Services Coordinator, St. Francis Hall, (814) 472-3176.

### **Tutoring**

The Tutorial Services offered on campus are an important component of academic success. Qualified undergraduate tutors are available to all students at no charge. Tutorial sessions are offered in a centralized location, in our Tutoring Center on the 3rd floor of the Saint Francis University Library and Learning Commons. Students can schedule appointments in groups or come in to get help on an individual basis. Students in either the SAGE or OASIS programs can also use a set amount of tutoring hours as a substitute for mandatory study hours. Our tutoring program is certified through the International Tutor Certification Program sponsored by the College Reading and Learning Association.

### **OASIS**

The program is designed for first-year students who, upon applying for admission, have demonstrated a need for academic support and whose secondary school records indicate potential for college success. Students in the program receive extra support for their academic and social transition to college. The program teaches and reinforces important academic skills, while also introducing them to services across campus that will help them succeed.

### **ACT 101**

The Act 101 Program was created as a result of the Pennsylvania Higher Education Equal Opportunity Act 101 in 1971 and focuses on serving undergraduate students in order to make the ideal of educational opportunity a reality for all qualified students. Support services include access to free textbooks through our lending library, assistance with class registration, free peer and group tutoring, workshops, and academic and career counseling. If you are a resident of Pennsylvania, contact the Center for Academic Success to determine eligibility.

### **SAGE**

The SAGE Program is designed for students who are experiencing academic difficulties. The program provides students with a structured study environment for six hours weekly under the supervision of University faculty and staff who serve as their SAGE Coach.

## **UNIVERSITY APPEALS PROCESS**

Any student who does not agree with the decisions made by the Academic and Professional Performance Committee should appeal the decision following the policies of the University. The university has an Academic Appeals Policies, found in the University catalog, <https://catalog.francis.edu/index.php>

### **Student non - academic grievances related to field education experience will be handled within the Social Work Department according to the following procedures:**

1. The student will be asked to speak directly with the person at the field agency with whom he/she has a grievance. If the person is not the student's field instructor, the student should consult with his/her field instructor who will inform the student of relevant and applicable agency policies and procedures.
2. If the student believes her/his rights are still being violated, the student should request that the field liaison schedule a meeting with the student, the field instructor, and the field liaison for further discussion. The student should document her/his grievance and should use the Social Work Student Field Incident Report form. The field liaison will document the results of the meeting and the decision made and send copies to all present at the meeting and to the field director.

3. If a satisfactory resolution does not come forth from that meeting the matter is brought by the field liaison to the field coordinator for a decision. The field director may meet with the student, field liaison and agency representative and may invite the Social Work Department Director, particularly in the cases in which the field director also acts as the field liaison. The field coordinator will document the results of the meeting and his/her decision; and send copies to all present at the meeting.

4. If the issue remains unsettled, a meeting of all parties is scheduled by the field director with the Social Work Department Chair, if not previously involved. The Social Work Chair will document the results of the meeting and his/her decision; and send copies to all present at the meeting.

5. If the issue is not satisfactorily resolved in steps 1-4, the student may bring the grievance to the Dean of the School of Health Sciences and Education.

6. Any grievances related to sexual harassment will be handled according to the Saint Francis University Policy Against Sexual Harassment for students, faculty, staff, and other persons in the University community. This information is available at Sexual Harassment Policy - Information discussing sexual harassment is located in the No Harassment Policy of the University at the below web link.

[Policy Nondiscrimination](#) All definitions and policies for the university are located at this link.

## PUBLIC RECORDS AND STUDENT EDUCATION RECORDS

The information regarding these areas is found at

[https://my.francis.edu/apps/sfu\\_policies/policy\\_detail\\_search.asp?policy\\_id=546&user\\_id=8444&searchtxt=PRIVACY](https://my.francis.edu/apps/sfu_policies/policy_detail_search.asp?policy_id=546&user_id=8444&searchtxt=PRIVACY)

**Responsible Office:** Registrar's Office

**Policy Officer:** Chief Academic Officer

Scope: |Faculty |Staff |Student

**Approved By:** President's Council

**Approved Date:** 6/1/2016

**Effective Date:** 5/19/2020

**Category:** Institutional

### **Description/Purpose:**

Saint Francis University is committed to maintaining the privacy and confidentiality of education records, to providing students with appropriate access to their education records, and to compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and its regulations. The purpose of this policy is to set forth the University's policies and procedures regarding the privacy of and access to education records.

### **Details:**

This policy applies to the education records of all students and former students of Saint Francis University. Faculty, staff and students of the University are expected to comply with this policy.

### **Definitions**

#### **Directory Information**

Information contained in an Education Record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The University considers the following listed items to be Directory Information:

- student's name
- local and home addresses

- local and home telephone listings
- email address
- date and place of birth
- major field of study
- enrollment status (e.g., undergraduate or graduate, full-time or part-time)
- classification
- most recent previous school attended
- dates of attendance
- participation in officially recognized activities and sports
- weight, height and position of members of athletic teams
- degrees, honors and awards received
- photograph

The University reserves the right to amend this listing consistent with federal law and regulations and will publish any amendments.

### **Education Records**

Records, files, documents, and other materials that contain information directly related to a student (personally identifiable information) and are maintained by Saint Francis University or by a University official. Education records take many forms including printed documents and electronic media.

The following records are not considered education records, and are therefore not available for student review:

- Sole possession records (records kept in the sole possession of the maker which are used only as a personal memory aid and are not accessible or reviewed by any other person except a temporary substitute for the maker of the record);
- Medical or psychological treatment records that include those maintained by the Counseling Center or Student Health Center;
- Employment records, provided that employment is not contingent upon being a student;
- Law enforcement records created and maintained by University Police; and
- Records collected about an individual after that person is no longer a student at Saint Francis University (i.e., alumni records).

### **Legitimate Education Interest**

A school official has a legitimate educational interest in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the University, such as when the official is:

- Performing a task that is specified in his or her job description or by a contract agreement or other official appointment;
- Performing a task related to a student's education;
- Performing a task related to the discipline of a student; or
- Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

The determination as to whether or not a legitimate educational interest exists will be made by the custodian of the records on a case-by-case basis. When the custodian has any question regarding the request, the custodian should withhold disclosure unless the custodian obtains consent from the student or the concurrence of a supervisor or other appropriate official that the record may be released. The custodian should consult with the Registrar, if necessary.

### **Parent**

The natural parents, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

### **Personally Identifiable Information**



A student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the social security number or student identification number, or any portion thereof; other indirect identifiers, such as the student's date of birth, place of birth and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the University community who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty; or information requested by a person who the University reasonably believes knows the identity of the student to whom the education record relates.

**Record Custodian**

Individual or unit that maintains any student-identifiable records.

**Student**

A student who has reached the age of 18 or who is attending a postsecondary institution at any age. Once a student becomes an eligible student, the rights afforded his or her parents under FERPA transfer to that student. If a student is attending a postsecondary institution, at any age, the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. Additionally, the postsecondary institution may disclose personally identifiable information from the student's education records to the parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules.

For purposes of this policy, one is deemed to be enrolled and attending once fees have been paid for a session (semester) or as of the first day of the session (semester) in which the student is enrolling, whichever occurs first. Persons who have not been in attendance at the University are not eligible students entitled to review their records. Thus, persons who have applied to and been admitted to the University, but who have not yet begun to attend classes, are not eligible to review their records. Also, undergraduate students who, while attending the University, have applied for admission to a graduate program at the University, are not entitled to review records related to that application until they have been accepted and are in attendance in the graduate program.

**Third party**

Any individual or organization other than the student or an official of Saint Francis University.

**University official**

Includes a person employed by the University in an administrative, academic, or staff position; a person under contract with the University, such as an attorney or auditor; or a member of the board of trustees

**Policy**

**Notification of Rights Under FERPA**

On an annual basis at the start of each fall semester, the University Registrar shall provide notification to students currently in attendance of their rights under FERPA with respect to their education records. These rights include:

9. The right to inspect and review information contained in the student's education records within 45 days after the day the University receives a request for access.
10. The right to request amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
11. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
12. The right to file a complaint. A student may contact the Saint Francis University FERPA compliance officer about alleged failures of the University to comply with the requirements of FERPA. The contact information for the University FERPA compliance officer is:

Jacob Taylor, Registrar, Saint Francis University, 316 Scotus Hall, Loretto, PA 15940, Telephone: (814) 472-3009, Email: [jtaylor@francis.edu](mailto:jtaylor@francis.edu)

The Registrar will respond to the complaint in writing after having investigated the allegations, ideally within two weeks of receipt of the complaint.

The student may file a complaint with the U.S. Department of Education concerning alleged failures of the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

### Inspection of Records

A current or former student should submit to the record custodian a written request that identifies the record(s) the student wishes to inspect. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the record custodian to whom the request should be addressed. The record custodian will make arrangements for access and notify the student of the time and place where the records may be inspected. Students are provided with this review opportunity within a reasonable time, not to exceed 45 days from the date of receipt of the request by the appropriate record custodian. When a record contains information about more than one student, the student may inspect and review only the records which relate to him/her.

When a student requests access to his or her education records, the record custodian must verify or authenticate the identity of that student before releasing the education records. The student's identity shall be authenticated as follows:

- For requests made in-person, picture identification may be used (such as a Saint Francis University ID, driver's license, state identification card, or passport);
- For requests by telephone the student's identity may be confirmed via a combination of the Saint Francis University student ID number plus some other authenticating information unique to that student (such as birth date or period of attendance).

The following is a list (not all-inclusive) of the types of records that the University maintains, their locations, and their custodians (custodian includes his/her designee).

Type	Location	Custodian
Academic Records/Advising Records (e.g. grades, progress, retention, advising, evaluation)	Office of the School Dean	Dean of School
	Office of the Registrar	University Registrar
	Academic Department office	Chairperson of academic department
	Francis Worldwide and Continuum	Dean of FWW
	Program offices (CAS, Honors, G	Director of program
Admissions Files	Office of Undergraduate Admissions	Director of Undergraduate Admissions
	Office of Graduate Admissions of Graduate/Post-bac program	Chairperson/Program Director of program
Career Services Records	Office of Career Services	Director of Career Services
Conduct Records	Office of Student Development	Vice President for Student Development
Counseling Records	Counseling Center	Director of Counseling Center
	<i>Note: The confidentiality of counseling records is maintained in accordance with applicable state and federal law defining the circumstances under which information may be released.</i>	
Cumulative Academic Records (grades, transcripts)	Office of the Registrar	University Registrar
Disabled Student Service Records	Center for Academic Success	Director/Coordinator for Accessibility
Enrollment Records (e.g. class lists, student schedule)	Office of the Registrar	University Registrar
	Academic Department office	Chairperson of academic department

	Office of Adult Degree and Conti	Director of ADCS
	Office of the School Dean	Dean of School
Financial Records	Business Office	Bursar
Financial Aid Records	Office of Financial Aid	Director of Financial Aid
Health Records	Student Health Center	Director of Student Health Center
	<i>Note: The confidentiality of medical records is maintained in accordance with applicable state and federal law defining the circumstances under which information may be released.</i>	
Intercollegiate Athletics Records	Office of Student Athlete Development	Director of Athletics
International Student Records	Office of International Education	Director of International Education
	Office of the Registrar	University Registrar
Payroll Records for employees who were employed as a direct result of their enrollment as students (e.g. workstudy, assistant assistants)	Business Office	Controller
Miscellaneous Records (student education records not included in the above)	The appropriate University official will locate and collect such records.	The University official/employee will locate and collect such records.

Users of the Jenzabar student records system are considered custodians of those student records to which they have access. Records should not be accessed by the user unless a legitimate educational interest exists or some other provision of the policy authorizing release applies.

### **Right of the University to Refuse Student Access to Records**

Saint Francis University reserves the right to refuse to permit a student to inspect the following records:

- Record of parents' financial status.
- Any and all documents for which the student has waived his or her right of access, or which were placed in the file before January 1, 1975.
- Records connected with an application to attend the University, if that application was denied, or accepted and the applicant never enrolled.
- Those records which are excluded from the FERPA definition of education records.

Any questions on privacy of student records and the release of information should be directed to the Registrar. Requests to locate a student will be referred to the University Police.

### **Correction of Education Records**

If upon inspection and review of his or her record, the student believes that the record is inaccurate, misleading or otherwise in violation of his or her privacy rights, he or she may ask that the record be changed, or he or she may insert a statement in the file. Any disagreement should be resolved informally, if possible, through a meeting between the student and the person (or her/his designee) responsible for the maintenance of the record segment in question.

Only the Registrar, upon consultation with the Chief Academic Officer, may authorize a correction in a record within the academic file of a student. Similar responsibility is exercised by the Vice President of Student Development, the Vice President of Enrollment Management, and the Vice President for Finance and Administration for the records which are maintained under their authority.

Should the request for a change be denied, the student will be notified of the University's decision and advised of the right to a hearing to challenge the information believed to be inaccurate or misleading. Upon the student's written request to the FERPA compliance officer ([jtaylor@francis.edu](mailto:jtaylor@francis.edu)), the University will arrange for a hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education record. The University will prepare a written decision based solely on the evidence

presented at the hearing. The decision will include a summary of the evidence presented and reasons for the decision. The decision of the hearing committee shall be final.

If the University decides that the information is inaccurate or misleading, it will amend the record and notify the student, in writing, that the record has been amended. If the University decides that the challenged information is not inaccurate or misleading, it will notify the student of the right to place in the record a statement commenting on the challenged information and a statement setting forth reasons for disagreeing with the decision. Such a statement shall become a part of the information contained in the education record and will be disclosed with it.

### **Release of Student Information**

Except as permitted by FERPA (below) or other applicable law, the University can not disclose personally identifiable information from an eligible student's education record to a third party unless the eligible student has provided a signed and dated written consent. The Authorization to Release Education Records electronic form is available on the my.francis portal for this purpose. The student's secure login with password to the University portal satisfies the federal requirement for an electronic signature found in §99.30 of the FERPA regulations. Each submitted authorization for release of education records remains in effect until it has been formally revoked by the student. Student authorization for release is voluntary.

Prior to release of information to a third party, the record custodian must 1) verify that an authorization is on file that specifies the records that may be disclosed, the purpose for the disclosure, and to whom the disclosure may be made; and 2) authenticate the identity of the individual requesting the information. Identity authentication is confirmed by the third party providing a combination of student name, University-issued ID number, and the associated release passcode to the record custodian upon request.

FERPA permits the release or disclosure of personally identifiable information from a student's education record, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. A postsecondary institution may disclose (though not required to do so) personally identifiable information from the education records without obtaining prior written consent of the student:

- To other school officials, including faculty, within Saint Francis University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

#### **Disclosure of Education Records in an Emergency**

The privacy of all records may be broken at a time of emergency defined in terms of the following considerations:

- The seriousness of the threat to health or safety of the student and others;
- The need for access to the record in meeting the emergency;
- Whether the person requesting the records is in a position to deal with the emergency;
- The extent to which time is of the essence in dealing with the emergency.

#### **Parental Notification**

Saint Francis University may release educational record information to parents only when one or more of the following conditions has been met:

- Written consent of the student. A release form is available on the my.francis portal;
- In compliance with a subpoena;
- The student is involved in a health or safety emergency;
- The student is experiencing a violation of the alcohol policy;
- The student is claimed as a dependent (as defined in Section 2152 of the Internal Revenue Code of 1954 and the Tax Reform Act of 1976) on their most recent federal income tax form.

#### **Refusal to Provide Copies:**

Saint Francis University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in the following situations:

- The student has an unpaid financial obligation to the University;
- There is an unresolved disciplinary action against the student.

#### **Requests to Restrict Disclosure of Directory Information**

The categories of information defined as Directory Information may be released without written consent of the student. However, students may request, by submitting a completed Request for Non-Disclosure of Directory Information form to the Registrar, that their Directory Information not be released. Students should consider carefully the consequences of any decision made to withhold their Directory Information as any future requests for such information will be refused. Examples of potential impacts include, but are not limited to: no acknowledgement of attendance at Saint Francis to potential employers; no verification of degrees to requestors; no printing of the student's name in the commencement program; and no press releases pertaining to graduation and/or honors. Such requests will apply only to subsequent actions by the University and will remain in place until removed by written request of the student. Saint Francis cannot assume responsibility to contact the student for subsequent permission to release it.

### **Letter of Recommendation Request**

FERPA affords students the right to control the release of information from their education records. FERPA requires the University to collect the student's written consent before disclosing any information from the student's education record to any third party.

Students requesting references for employment, admission to another institution, or other purposes from faculty and/or staff must make this request in writing so that proper consent can be collected. If written consent is received, faculty and staff are limited to providing only directory information and personal observances of the student.

The Authorization for Letter of Recommendation form should be completed and delivered in person, faxed, mailed or e-mailed as an attachment from the student's University-issued e-mail address to the faculty or staff member providing the recommendation. A separate form should be completed for each request. The Authorization for Letter of Recommendation form is available on the my.francis portal.

### **Waivers**

To ensure the confidentiality of references, certain documents may carry waivers signed by the student relinquishing the right of access to the document. Waivers are subject to the following conditions:

- Waivers can be signed only for the specific purposes of application for admission, candidacy for honor or honorary recognition, and candidacy for employment;
- Waivers cannot be required;
- The student shall be told, upon request, the names of those supplying references;
- Waivers are permanent and may not be withdrawn;
- All items in the student record not covered by waivers are open to the student. Material not covered by waivers may not be concealed by keeping it out of the student's file.

### **Record Keeping Requirements**

Except in circumstances noted below, the appropriate records custodian will maintain a log of requests for and/or disclosures of information from a student's education records. The log will indicate the name of the party making the request and what records, if any, were received, the legitimate interest in the records, any additional party to whom information may be disclosed, and the legitimate interest the additional party had in requesting or obtaining the information. Eligible students have a right to inspect and review the log of disclosures. This record keeping is not required if the request was from, or the disclosure was to:

- the student
- a school official determined to have a legitimate educational interest
- a party with written consent from the student
- a party seeking directory information
- a Federal grand jury or law enforcement agency pursuant to a subpoena that by its terms requires nondisclosure.

### **Dissemination of this Policy**

This policy is available on the my.francis portal and the Student Consumer Information guide available on the University's web site.

### **Approval:**

*Approved by President's Council 10/15, Revision approved*

*Revised: 05/19/2022*

## WAIVERS

1. The Social Work Department does not grant academic credit, course waivers, or field practicum credit for life experience or previous work experience.
2. Social Work practicum course may not be waived. In the cases of hardship caused by scheduling difficulties, students may appeal required liberal arts foundation courses for waiver.

## CRITERIA FOR COUNSELING STUDENTS OUT OF THE DEPARTMENT

Under certain circumstances, it may become necessary to reassess a student's motivation and/or suitability for a career in Social Work. The criteria for this decision may be any or all of the following:

1. **Personal Problems.** Students may have personal problems which consistently and significantly deter them from functioning effectively in the field of Social Work.
2. **Inadequate Academic Performance:** Students who consistently perform at below average levels in their course of study may be counseled out of the Department. Students should maintain at least a 2.2 grade point average during their enrollment in the Social Work Department.
3. **Failure in Field Instruction:** Students who fail field instruction during any one semester cannot remain in the Department. Additionally, students not following the Dictates of the Field manual of the Social Work Department may also be subject to having ongoing membership in the Social Work Department challenged. (see Social Work Field Manual.)
4. **Inappropriate adaptation to the Process of Education for the Social Work Profession.** Students may evidence, through behavior and attitudes expressed in oral or written classroom assignments and/or field instruction, that they have little or no interest or commitment to the profession of social work. A basic requirement for the B.S.W. degree is an interest in the commitment to social work values and ethics. As students advance in the social work curriculum, they should begin to identify with the goals of the social work profession and to develop a commitment to them. In the process of education for social work, it is anticipated that students will express a variety of opinions and ideas, and this diversity is valued. However, students are expected to be receptive to new ideas and to be willing to learn about a variety of approaches to problems from the social work perspective.
5. If the decision made by the faculty is unacceptable to the student, the case may be referred to a committee composed of social work faculty and student representatives of the Social Work Club. The decision made after the case is heard will be final.

## STUDENT ADVISEMENT

### **Freshman Advising**

Students declaring a social work major upon entrance as a freshman are enrolled in first year courses by their freshmen advisor, who are social work faculty. [Saint Francis University - Policies Portal](#) All students declaring a social work major as a freshman meet with their department advisor on the final day of freshman orientation. The department expectations and opportunities are discussed with the student at that time.

### **Advising**

Students are assigned a social work advisor in the beginning of the freshman year. The advisor helps enroll students in all courses, provides help and support, gives feedback about academic matters, and answers questions about the university, the social work department, employment opportunities, field placement opportunities, research opportunities and graduate education. If you have a question or concern, your advisor will help you explore the circumstances and some options to resolve the situation.

The Social Work Department Chair assigns all advisees to full time faculty as the (non freshman) students enter the department. The advisees are usually placed alternately between the Chair and the other faculty. When there are concerns regarding a student's late academic placement in the Department (e.g. starting the Department as a junior) the Department Chair usually advises the student to assist in helping the students meet course requirements more expediently. For transfer students, the chair will decide which faculty member will be assigned the responsibility to advise.

#### **Advising meetings:**

Students are expected to meet with their advisor at least once a semester to schedule courses. Students can initiate a meeting with their advisor at any time upon request. Faculty have office hours posted both online and on their office doors to accommodate students' needs.

The social work curriculum is highly structured, and many courses build on their pre-requisite courses. Because of this, students are encouraged to meet with their social work advisor early in their academic career and again at least once per year to ensure that they are following the curriculum in the sequential order in which it was designed. Furthermore, social work students taking Social Work Processes II and Senior Field Instruction and Senior Seminar must have all prerequisite social work courses through the 300-level completed prior to entry. Failure to do so could result in postponement of graduation for an entire academic year. Because of this, the student is encouraged to have early and regular academic advising.

#### **Professional Social Work Advising**

Professional social work advising is available through any of the social work faculty. Students having questions about the profession of social work, careers available with an undergraduate social work degree, graduate school, etc. may schedule an appointment with any faculty member with whom they feel comfortable. Students are also able to meet with professionals during their field seminar courses and other training opportunities that are available through the social work department.

Students may request to change academic advisors. The department usually tries to accommodate such requests.

Academic advising, for the purpose of class scheduling and planning, should be done only through the student's assigned academic advisor. At this time, all other students are advised by an assigned faculty member. Advising assignments are kept by the faculty and secretary and given to the student by the adviser.

### **OBJECTIVES OF THE ADVISEMENT PROCESS**

To assure that students have met requirements to graduate from the major. Students declaring a social work major upon entrance as a freshman are enrolled in first year courses by the Academic Center for Success. After the SOAR summer session students are assigned social work faculty advisors.. All students declaring a social work major as a freshman meet with the Department advisor on the final day of freshman orientation. The Department expectations and opportunities are discussed with the student at that time.



Students are assigned a social work advisor at the beginning of the freshman year. The advisor helps enroll students in all courses, provides help and support, gives feedback about academic matters, and answers questions about the university, the Social Work Department, employment opportunities, field placement opportunities, research opportunities and graduate education. If students have a question or concern, advisors can help explore the circumstances and some options to resolve the situation.

The Social Work Department Chair assigns all advisees to full time faculty as the students enter the Department. The advisees are usually placed alternately between the Chair and the other faculty. When there are concerns regarding a students' late academic placement in the Department (e.g. starting the Department as a junior) the Department Chair usually advises the student to assist them in meeting course requirements. For transfer students, the Chair will decide which faculty member will be assigned the responsibility to advise.

The social work curriculum is highly structured, and many courses build on their pre-requisite courses. Because of this, students are encouraged to meet with their social work advisor early in their enrollment to the Social Work Program and again at least once per year to ensure that they are following the curriculum in the sequential order in which it was designed. Furthermore, social work students taking Social Work Processes II (SCWK 316) and Senior Field Instruction (SCWK 425) and Senior Seminar (SCWK 426) must have all prerequisite social work courses through the 300-level completed prior to entry. Failure to do so could result in postponement of graduation for an entire academic year. Because of this, the student is encouraged to have early and regular academic advising.

Professional social work advising is available through any of the social work faculty. Students having questions about the profession of social work, careers available with an undergraduate social work degree, graduate school, etc. may schedule an appointment with any faculty member with whom they feel comfortable.

Students may request to change academic advisors. The department usually tries to accommodate such requests.

Academic advising, for the purpose of class scheduling and planning, should be done only through the student's assigned academic advisor. At this time, all other students are advised by an assigned faculty member. Faculty advisor assignments are kept by faculty assistant and given to the student by the adviser.

## STUDENT RECORDS

Students have access to their evaluations, standing in the Department, and other records which guide the advisement interview.

## SELECTION OF A MINOR

Majors may select a minor in another discipline beginning in the junior year. Consult department chairs for requirements.

## ACADEMIC CLASSIFICATION

A student's academic classification is determined by the number of credits earned. Pre-registration and registration time slots are determined by social security number and classification, so students are advised to monitor the number of credit hours they have amassed.

Academic Classification	Credit Hours
Freshman	00-27
Sophomore	28-59
Junior	60-95
Senior	96-Over

**University Academic Standing Policy:** [Saint Francis University - Policies Portal](#) Academic standing is based on semester and cumulative grade point average (G.P.A.) on all Saint Francis University courses once a student has attempted at least 12 credits. Students

**Details:**

Academic standing is based on semester and cumulative grade point average (G.P.A.) on all Saint Francis University courses once a student has attempted at least 12 credits. The quality point averages determining *good academic standing*, *academic warning*, *academic probation*, and *academic dismissal* are established to provide students with a clear understanding of their responsibilities during their college careers. All credits listed are attempted.

<b>Good Standing:</b>	30 or fewer credits	Cumulative G.P.A. at or above 1.800
	31-59 credits	Cumulative G.P.A. at or above 1.900
	60 or more credits	Cumulative G.P.A. at or above 2.000
<b>Warning:</b>	30 or fewer credits	Semester G.P.A. below 2.0, and cumu
	31-59 credits	Semester G.P.A. below 2.0, and cumu
	60 or more credits	Semester G.P.A. below 2.0, and cumu
<b>Probation:</b>	30 or fewer credits	Cumulative G.P.A. below 1.800
	31-59 credits	Cumulative G.P.A. below 1.900

	60 or more credits	Cumulative G.P.A. below 2.000
<b>Dismissal:</b>		Cumulative G.P.A. less than 1.000

Students placed on academic probation are required to participate in a structured study laboratory program entitled Study Acceleration: Gaining Excellence (SAGE). SAGE consists of supervised study periods, individual tutoring, skills workshops, and self-assessment under the direction of University faculty and staff. Students are limited to 12 credits per semester while they are on academic probation.

Students on academic warning, while still in good standing, will be reviewed by the Academic Standing Committee where recommendations will be made as to possible credit limitation, required SAGE hours, the addition of a study skills course, and/or other requirements.

Students who are on warning or probation at the end of spring semester are encouraged to attend summer semester at Saint Francis University and raise their cumulative G.P.A. to that required for good standing. A student's academic standing may change as the result of summer semester courses.

Academic dismissal will occur:

1. When a student's cumulative G.P.A. is less than 1.000;
2. After two consecutive probationary semesters (excluding summer semester); or if students on academic probation do not participate in SAGE as required and do not achieve academic good standing by the end of the semester.

After the first academic dismissal, students may appeal to the Chief Academic Officer. If the appeal is granted, students may return to the University for the next semester (fall, spring, or summer). If the appeal is denied, students may not apply for readmission for at least one calendar year, at which time the readmission request must be approved by the Chief Academic Officer upon the recommendation of the Academic Standing Committee. When students return from academic dismissal, they are on academic probation, and additional stipulations may be specified.

Students who have been away from the University for at least five years after a second dismissal may apply for readmission at that time. Their application would be presented to the Chief Academic Officer, who will consult the Academic Standing Committee for a recommendation, and then make a decision.

## CLASS ATTENDANCE

Each student is expected to attend all class sessions and to complete all work assigned in each class for which he/she is registered in accordance with university and faculty policy. Advance arrangements for unavoidable absence or late work should be made with the instructor. As in employment setting, when illness or other unforeseeable problems occur, a phone call or email to the instructor is expected. Policy at this link:

[Academic Policy - Saint Francis University - Modern Campus Catalog™](#)

### SAINT FRANCIS UNIVERSITY SOCIAL WORK ADVISORY BOARD

The Saint Francis University Advisory Board is comprised of a student representative, program alumni, professional social workers, allied professions and community leaders who support Baccalaureate Social Work Education and the Department. Members are appointed by the Chair of the Social Work Department.

The purpose of the Board is to provide:

1. A means for disseminating information about the Program, and to advocate for the Social Work Department within the university and community.
2. Suggestions for program improvement, including identifying areas of the curriculum which may need modification or development.
3. Help in developing cutting -edge education, research and community engagement opportunities.
4. Advise and assist in soliciting and maintaining field placements for students.
5. Assistance to the department regarding compliance with the standards and guidelines of the Council on Social Work Education through discussion and evaluation.
6. Provides guidance with respect to the identification and outreach to potential students.
7. To provide a major source of professional input from the social work practice sector.
8. To assist the Social Work Program in keeping abreast of current trends and needs of the social work profession.

Students in the department elect a representative to the social work advisory board. Students elected must be at least junior level social work majors. This requirement is because there are sometimes non-social work majors in the Social Work Club, where students vote at the second fall meeting for their representative. The president of the Social Work Club is also placed on the advisory board. This makes 2 students that are actual members of the board, although any student may attend advisory board meetings.

## PART 3

# SOCIAL WORK ORGANIZATION, PARTICIPATION AND FACULTY

### SOCIAL WORK CLUB

All social work students are invited and encouraged to join the Saint Francis University Social Work Club. The Social Work Club is one of the most active and visible organizations on campus. Student representatives participate in the Social Work Club to help welcome incoming students, planning workshops, and other enrichment activities.

### NASW

All social work students are invited and encouraged to apply for student membership in the N.A.S.W., which is the professional body that serves practicing social work professionals. The Saint Francis University social work faculty encourages students to attend meetings of the Pennsylvania Chapter of N.A.S.W., whether or not the students have applied for membership, and also to accept positions of responsibility on the regional N.A.S.W. Board.

### PHI ALPHA HONORARY SOCIETY

Juniors and seniors who achieve an overall grade point average of 3.0 or higher are eligible for membership in the Social Work Honor Society.

### STUDENT PARTICIPATION IN THE SOCIAL WORK DEPARTMENT

#### **Students Involvement in Policies of the Department**

Students have many opportunities for participation in formulating and modifying policies affecting academics and student affairs. In addition to informal meetings with faculty in which concerns are voiced and policy discussed, there are several additional opportunities to impact policy formally.

Students in the Social Work Club often propose program activities related to policies impacting them. Any social work major may be a member of the club.

Students also have input into our field placements by evaluating experiences as interns. They also may suggest possible field sites, which are then accessed for approval by the Field Director.

Senior students, the semester of their graduation, have a senior exit interview where they discuss their thoughts and feelings regarding their education.

All social work students enrolled in Social Work 315, Social Work 316, and Social Work 425 are participatory in regularly scheduled meetings held with faculty, administration, and field instructors to evaluate and assess the effectiveness of the field instruction Department and its integration with academic course content.

**When indicated, representatives of the students in the Social Work Department meet with social work faculty to discuss accreditation concerns.**

Student input is valued highly at SFU. The social work department recognizes social work students as adult learners who have valuable feedback to offer the faculty for the growth of the social work department. This feedback includes planning, contracting, implementing, and evaluating of the department. With this in mind, it is most important to have student input in at least four critical areas: faculty evaluation, Student advisory board (Social work club function), faculty hiring, and student field practicum evaluation.

## FACULTY EVALUATION

All students enrolled at Saint Francis University have an opportunity to evaluate faculty on a standardized faculty evaluation (IDEA survey) form each semester. The final evaluations are completed in each class and are kept confidential with the results being computer-generated.

These evaluations are returned to the faculty to utilize in strengthening content, teaching, and learning methods to facilitate learning more effectively. Social Work faculty also use the senior exit interview and survey to provide information as to the effectiveness of faculty.

## SOCIAL WORK STUDENT ADVISORY

Because of the small numbers of students, the Social Work Club takes on the responsibility as an acting advisory board as well as the club's other activities. Concerns of the students as a group are discussed in the Social Work Club meetings, and then discussed with the social work faculty.

## HIRING OF SOCIAL WORK FACULTY

As additional social work faculty positions become available, students will be asked to provide input. Students have opportunities, both formally and informally, to meet prospective candidates. A group of students meet with the prospective hire over lunch and in other meetings. Students' comments are reviewed and considered by the search committee. Each candidate teaches a session from their area of interest to a group of social work majors who then give their opinion to the search committee and department.

## STUDENT FIELD PRACTICUM EVALUATIONS

Each senior field instruction student is responsible for evaluating the practicum setting with the field instruction coordinator. Concerns, limitations, and opportunities of the placement are discussed and presented to the field agency and to students that may possibly choose the placement in the future. This occurs in the second meeting of the field coordinator, field instructor and student in the field agency.

## SOCIAL WORK DEPARTMENT FACULTY

**Dr. Suzanne Black, Chair of Social Work, Chair Social Work Department, Associate Clinical Professor of Social Work**

DSW, University of Pennsylvania

MSSA, Case Western University

BSW, Saint Francis University

Member, CSWE, Council on Social Work Education

BPD, Baccalaureate Department Directors, NASW, National Association of Social Workers

Facilitate the Lilian Kennedy Annual Golf Tournament, to benefit the Families of Spinal Muscular Atrophy 2005-2013 and 2015- current

Faculty Affairs Committee: Spring 2017  
 Faculty Development Committee 2008-2012  
 Swatsworth Award Winner 2011  
 Coleman Award Winner 2011  
 Acute, Long term and Hospice care experience  
 Home Health Social Worker  
 Bereavement Group Facilitator

**Morgan Daugherty, Assistant Clinical Professor of Social Work, Coordinator of Field Education**

DSW, Kutztown University of Pennsylvania  
 MSW, The State University of New York at Buffalo (SUNY)  
 BA, John Jay College of Criminal Justice (CUNY)  
 Licensed Clinical Social Work (LCSW), Certified in Family Group Decision Making, Conflict Resolution and Basic Mediation  
 Member: National Association of Social Workers (NASW), Council of Social Work Education, and American Association of Baccalaureate Social Work Department Directors.  
 Professional Experience: MultiSystemic Therapist, Adoption and Foster Care Case worker/Coordinator/Supervisor, Clinical Mental Health Therapist, School Social Worker, and Clinical Supervisor.  
 Awards: Recipient of “Team Adherence” Award from the 2009 MST International Awards.  
 Certificate of Appreciation for outstanding service on the Stark County MST Team  
 Service and membership: Faculty Affairs Committee, Self-Design Major Committee, International Solidarity Festival Planning Committee, and Civil Air Patrol Senior Member.

**Adjunct Faculty:** These faculty are chosen for their expertise area in different topics and their ability to effectively inform students.

## FIELD INSTRUCTION

In keeping with our educational objective of preparing students for employment as professional social workers at the beginning practice level, the field instruction settings are chosen on the basis of which they support the curriculum and provide the learning experiences which help the student acquire the Nine Competencies. The field experience should be consistent with the ideals and the mission of Saint Francis University in its goal of service to others.

## OVERALL EDUCATIONAL OBJECTIVES

In a setting of this nature, provision will be made for students to learn the following:

1. **Assessment and Intervention Skills.** In the broadest sense, the acquisition of assessment and intervention skills have high priority in field placement. How to gain and use information in order to give help, how to use oneself appropriately in a professional role, how to interact effectively with others in a helping relationship and evaluate one’s effectiveness-these are the questions to which field instructors and students address themselves.
2. **Tasks Performed by Social Workers.** Although students will not perform all the tasks regularly carried by workers in a given setting, the social work major will be encouraged to observe and question the field instructors about the range of functions performed. As the field placement progresses, students will also assume tasks of graduated complexity. In the early stages of placement students can accompany workers on home visits and to inter-agency conferences; they can visit other agencies to obtain information needed in providing services to clients. Films, role-playing situations, one-way screens, recorded interviews, and the like are frequently used to facilitate classroom learning, but they should not be substituted for actual participation in the work of the agency.

3. **Social Work Values.** For most students, field experience provides the first actual exposure to the social work values studied in texts and discussed in class. Both consistencies and inconsistencies between agency practice and states values will be apparent.

\*Content is based in part on objectives taken from Undergraduate Social Work Education for Practice: A Report, Vol. 1, prepared under a grant from the Education Service, Department of Medicine and Surgery, Veterans Administration, Washington, D.C., "Field Experience for the Undergraduate Social Welfare Student," by Margaret B. Maston.

Puzzled students will seek to discover the relationship between the profession's code of ethics and workers' behavior. The social work major will become aware of the conflict between social work values and community values. Both agency and University field instructors will need to help thoughtful students to sort out personal reactions to a variety of contradictory and challenging messages received in the field instruction setting.

Preliminary socialization into the profession occurs as students "try-on" the role of social worker, not only in terms of skills and task-oriented learning, but in analysis of social work values. Readiness for a beginning position is enhanced by the opportunity to test, in a preliminary fashion, one's own acceptance of the social work world – both the reality and the ideal.

4. **Self-Knowledge.** Closely related is the increase in self-awareness as students are confronted with situations that challenge their own attitudes and values. How do they really feel about poor people, unwed mothers welfare rights organizations. How do you feel about racial minorities and other diverse groups? How effective are they in relating to people with life experiences quite different from their own? Can they operate within the limits set by agency policy, budget, and procedures and by the political, economic, and social factors of the community as they impinge on the agency's Department? What would increase their effectiveness as change agents? What knowledge and skills do they lack? Are they willing to work sufficiently hard to acquire them?

At the present time, Saint Francis University students enter agencies with some exposure to their Departments, policies, and problems with a clear understanding of social work values. The placement enables students to learn for themselves whether they have the talent for, interest in, and commitment to the profession of social work.

The student in a Department that prepares for social work practice has acquired through field instruction a beginning understanding of the demands imposed by the profession. One consequence is more soundly based career choices, with consequent increased personal satisfaction. The "bridge" ensures not only better education, but better practice.

5. **Substantive Knowledge.** A body of substantive knowledge is an essential component of field experience. This knowledge is obviously not uniform. For example, a field experience in a residential setting for the aging would yield an understanding of social isolation, the significance of changes in social roles over a period of time, and Old Age, Survivors' and Disability Insurance and Social Security, Medicare and Medicaid. Placement in a child welfare agency would undoubtedly increase the student's knowledge of such disparate areas as the socialization process, legal definitions of neglect and abuse, types of settings available for children with special needs, the theories of child development, trauma and attachment.

The lack of uniformity should not be exaggerated, however, for similarities in the body of substantive knowledge can easily be identified. Social legislation, utilization of the network of community services, agency



interrelationships, bureaucratic structure and functioning, and individual reactions to stress are among the many threads of commonality that are likely to emerge for seminar discussions in groups of students placed in widely divergent settings. Students frequently say, “The textbooks come alive,” as they build on knowledge previously acquired in courses in social problems, delinquency, psychopathology (abnormal psychology), and social welfare. Acquisition of this substantive knowledge in the field setting has the latent consequence of “justifying” the classroom experience. The field experience tends to emphasize the relevance of study that has previously been undertaken largely for the sake of passing examinations.

#### DESIGN FOR FIELD INSTRUCTION

The unifying principles of Saint Francis University Department of Social Work's curriculum are systems/problem-solving/social justice perspectives. Field Instructors are asked to keep these common principles in mind when undertaking the education of students' placement.

The field experience is an integral component of our primary educational objective of preparing students for beginning professional social work practice. Consequently, provisions have been made in our program to develop a continuum of field experience to promote a sequential development of skills. The components of field experience are offered at three levels.

1. ***Sophomore Level:*** Observation and volunteer service.
2. ***Junior Level:*** Part-time placement in an agency where a student functions as a helping person, taken concurrently with Social Work Processes II.
3. ***Senior Level:*** Block Field Instruction Placement in the first semester of the senior year.

The design of field instruction is intended to accomplish the following:

1. Promote the integration of theory and practice throughout the total curriculum.
2. Encourage school, student, and agency intercommunication throughout the total curriculum
3. Participation of students at various practice levels within an agency.
4. Provide performance evaluation materials at various and discrete levels of practice.
5. Provide various options for agency participation in field instruction.
6. Foster opportunities for social work experience in emerging areas of practice.

#### SOPHOMORE YEAR FIELD INSTRUCTION

During the Freshman/ Sophomore years in the Social Work Program, students are required to take Intro to Social Welfare, which introduces the student to the importance of field placement and agency settings. During this year the student interviews a social worker currently in the field setting. This project introduces the student to professional social work practice. Students are active in the Social Work Club with various volunteer opportunities and participate in the

Community Enrichment Series offered through the Core Curriculum. This is also applicable to the practice of professional social work.

### **JUNIOR YEAR FIELD INSTRUCTION**

In the junior year, field instruction is an important component of Social Work 315, Social Work Processes I, and Social Work 316, Social Work Processes II. In Social Work 315, the students are involved in a community service project for the Social Work 315 class. Students learn to develop and use community organization skills and raise money for a special cause. Recently the cause has been CURE Spinal Muscular Atrophy.

Students organize and participate as advocates, networkers, counselors, educators, presenters, helpers, distributors and any other variety of social work roles. The students are responsible for the formation and delivery of the community project. Students take on roles of responsibility for the project.

In Social Work 316, students are assigned to an agency in the area to work in a helping capacity for a period of one day weekly. While the students do assume the responsibility of a professional worker, they do take some part in the helping process. (Students are required to complete 100 hours/1 day per week for 13 weeks)

Among the objectives delineated for this experience are:

1. Learning active engagement in a defined, helping role.
2. Learning the limitations inherent in one's role.
3. Seeing the relationship between the role taken and the effective delivery of services to the client system targeted.
4. Learning to work with other professionals.
5. Developing an awareness of community needs and resources.
6. Discussing and overcoming barriers to the delivery of service.
7. Working with individual, group and family, community and organization systems using social work skills and knowledge.

Some of the activities that the student could participate in at this level might include, but are by no means limited to, the following:

- Interview client population, securing social history and background information (as pertinent), presenting situation information, and other data.
- Observe the client population to note any obvious discrepancies in self-reported information such as physical well-being, behaviors, group interactions, etc.
- Clarify values of client population, identifying areas of similarity and difference between client, worker, and agency.

- Utilize prior studies and survey relevant literature and/or other sources for data relevant to an understanding of the situation about which assessment is needed and summarize and analyze pertinent data.
- Collect data and identify population groups within the community most at risk.
- Hold membership in and participate in activities of professional associations.
- Attend and participate in training sessions, workshops, institutes, and seminars.
- Identify and consult with colleagues to gain additional knowledge and insight related to specific situations.
- Assist client population with examination of action alternatives and the consideration of possible consequences of actions taken.
- Record case-service activities according to established procedures.
- Draft regular and special memos, letters, oral presentations, minutes and/or reports when needed for agency reporting and decision making, and compile information as needed, using established procedures.
- Attend and participate in staff meetings, discussing and articulating issues and concerns, clarifying points, and exchanging information as appropriate.
- Assist client population with overcoming obstacles that may discourage or prevent securing and/or utilizing needed resources.

Students will keep a log based on their experiences in the field. Each week they will submit a copy of the log to the instructor of the Social Work Processes course. The Social Work Processes instructor will meet with the field instructors regularly, and each field instructor will submit a final evaluation of the student's performance. It is anticipated that field instructors will share their evaluations with the students.

Students meet three hours weekly with their faculty instructor for regularly scheduled classes. Concurrently, they are assigned to a social welfare agency or institution in the area where they work one day each week for the entire semester.

This field experience program will offer the students experiential learning regarding:

1. Social welfare agencies in the community, their inter-relationship, operation, function, and the community forces which affect them.
2. The impact of social learning problems in the realm of social welfare on individuals, families, groups, organizations, and communities.

The **experience** is expected to help the students:

- Synthesize knowledge secured from other humanities, social sciences, and social welfare courses.
- Develop beginning student skills in social work practice with recognition of their application in

different settings and with different methods of social intervention. This will include such abilities as: *Development of relationships, Communication skills, Data collection, Understanding of social interaction in different client systems, Use of supervision, and Evaluation of progress.*

- Analyze and modify, as necessary, their own value orientation and feelings about people and the problems they bring to social welfare agencies: the opportunity to explore a practice dilemma relevant to agency services and personnel.
- Assist in assessing their individual abilities and in determining their career choices.

Students will keep a log based on their experiences in the field, a copy of which they will submit weekly to the faculty (field coordinator) of the Social Work Processes course. The Social Work Processes faculty (field coordinator) will meet with the field instructors regularly. Field instructors will submit final evaluations of their students' performance. It is anticipated that field instructors will share their evaluations with the students.

The University also provides for both an orientation and an evaluation of our program. Formal and informal contacts with field placement administrators and or supervisory personnel occur during the semester of the field placement. These meetings are undertaken to help improve the program, as well as to provide for the best possible student experience. The faculty-agency meetings serve to provide feedback on classroom experiences on campus and enhance the communication process between the two groups.

In addition, the University also plans regular meetings, bringing together agency personnel, faculty members, and students who are in their field instruction placements to share experiences, impressions, and recommendations toward the goal of facilitating program understanding and improvement for the following years.

Agency supervision is expected to be on an intensive basis of at least one-hour supervisory conference time allotted to the student each week.

\*Students keep track of their hours via a weekly Soap Notes and a timesheet that is submitted to the field coordinator via canvas. Accrued hours are confirmed by the Field Instructor who is required to sign off on the weekly timesheet.

### SENIOR 425 BLOCK PLACEMENT

Saint Francis University recognizes that agencies differ from one another and that situations within agencies change, just as students differ and change. Furthermore, we recognize that the development of a stimulating program by the individual field instructor is the essence of good education. Nevertheless, we believe that there are certain types of experiences that should form the foundation of any student's field instruction experience. The following should be developed by the field instructors in their own settings and in the most meaningful way possible to students. (Students are required to complete 400 hours/32 hours per week.)

1. **Orientation to the agency:** The students will be strangers in the agency and will need some orientation to it. Some advance preparation is helpful, such as prepared desk space, personnel forms, agency literature. The first day should be structured. There should be introductions to the staff and director. Some familiarity with office procedures should be provided. Orientation should be a learning experience in how to become acquainted with all new agencies.
2. **Development of the idea of the professional self:** The students need to know how they are to be designated at the agency and how they are related to the work of the agency. They need to have a recognized place there and to understand the role of the others in the agency. This is the first step toward the development of a professional self.

Next is the development of a professional relationship with the supervisor. They need to understand the nature of their relationship, the purpose and place of supervision, the time scheduled for their conferences, and their responsibility in making the supervisory responsibility in making the supervisory experience as meaningful as possible.

Confidentiality was learned in the classroom. It should be internalized in field instruction, through working with individuals, groups, and the community. Self-awareness and the conscious use of self should be a significant part of the developing professionalization of the students.

3. **Experience in interviewing**: Students who have taken the Social Work Processes courses have had some study of and experience in interviewing. The field instructor should add to this base by assisting students to plan, conduct, and evaluate their interviews. Field instruction is an educational program and not an apprenticeship, so that specific instruction in this area is essential. Students also need experience working with groups.
4. **Experience in developing relationships**: The development of relationships is a fundamental part of generic social work and experiences should be planned to enhance this ability of the students. As the semester progresses, this experience should extend to experiences that develop professional relationships. Students should be helped to see what such a relationship entails, and that there is a need to demonstrate the beginning professional use of self.
5. **Experience with groups**: Students must have some awareness of the importance of groups and develop some skills in relating to them. The students need to understand the principles of group dynamics and be able to apply these principles in practice.
6. **Experience with families and households**: Students need an awareness of lifestyles which differ from the traditional family. Students need to understand the dynamics of family interaction.
7. **Experience in community activities**: Students need to understand the relationship of the agency to the total community. Identification of community social problems and other agencies working in the same field is a first step in accomplishing this objective. Attendance at community meetings and participation in planning community change is desired wherever possible.
8. **Experience with organizations**: Students need to identify professional and fraternal organizations in the community which add to the resource network for human services.
9. **Experience in obtaining information, analyzing situations, and working toward change**: The students involved in field experience will have taken a variety of courses in the Department of Social Work, including Social Welfare and Social Work Processes courses. The field experience should provide them with the opportunity to apply the generic concepts of social work. Reading cases and observing others is an excellent beginning, but the students will need to be involved in actual work with the clients. They need to experience getting facts, analyzing situations, and planning change. It is essential that all students have experience in assessing and working through problems with individuals, groups, and the community.
10. **Analysis of practice dilemmas relevant to agency and personnel**. Students will identify by observation, practice dilemmas that emerge within the organization. Students will process these dilemmas via field

instructor supervision and in the classroom. Additionally, these instances will be analyzed by comparison to the NASW Code of Ethics within students' journals (SOAP Notes).

11. **Summaries, correspondence, and recordings:** Every student should have experience in recording social work data, summarizing material, and writing letters.
  12. **Evaluation:** Students should learn that evaluation and feedback are important in the field of social work. Self-evaluation is an important part of this evaluation process and should be a continuous process. The final evaluation of the student should be a recapitulation of previous developments.
  13. **Outcome Evaluation:** Students need to learn how to assess the results of their efforts on behalf of clients.
- \*Students keep track of their hours via a weekly Soap Notes and a timesheet that is submitted to the field coordinator via canvas. Accrued hours are confirmed by the Field Instructor who is required to sign off on the weekly timesheet.

## THE STUDENT ROLE

Students come to their field instruction placements with various levels of skills and ability and different learning styles and should be considered within this framework.

It is the University's premise that students have major responsibility for their own learning. The University and agency serve jointly to enable students to utilize professional social work roles and functions. Specific functions and responsibilities of the students may include:

1. Making and keeping the initial appointment with the field agency.
2. Provide your own transportation to and from the agency. Students are not to transport clientele.
3. Using information gained in professional relationships and from agency records in a responsible and professional manner, (this includes clearing with the field instructor before using agency material in the classroom or seminars).
4. Preparing for conferences, meetings and presentations.
5. Integrating theoretical knowledge with practice skills.
6. Keeping all commitments to agency with promptness, cooperation, reliability, and responsibility.
7. Attending seminars regularly.
8. Keeping track of hours spent in conjunction with the field experience and the keeping of a daily log; and uploading weekly logs to the field coordinator on due date.
9. Complete a minimum of 400 hours, driving to and from placement is not part of the client interaction.
10. Fulfilling assigned tasks.
11. Conducting themselves in an appropriate and responsible manner, consistent with the NASW Code of Ethics.

12. Complete all necessary background checks as required by the agency and then provide a copy to the social work office.
13. Cell Phone usage is to be for agency work only. Personal use of cell phones should be limited to break and/or lunch times.
14. Social Media sites cannot include any information pertaining to internship.
15. Create a learning contract with the field instructor. The draft contracts are sent to the field coordinator during the 4<sup>th</sup> week of the semester through canvas. The final contract is completed with the student and signed by the field instructor by the end of the semester. The student will submit the final contract to the field coordinator.
16. Notifying the agency field instructor prior to absences. Extended absences and make-up plans must be reported to the field instructor.

#### **THE AGENCY ROLE**

The agency's responsibilities include the following:

1. Integration of field instruction into agency program;
2. Appointment of a field instructor with a minimum of a BSW or MSW with two years post graduate experience. If a BSW or MSW is not available a faculty member with practice experience will provide supervision.
3. As much as possible, providing space and equipment for student use;
4. Providing task assignments that meet field education goals and students' needs;
5. As much as possible, securing mileage for the student who is traveling on agency business just as for an employee.
6. Discussing with the field coordinator and student the student's level of performance in the mid-term and final reviews.
7. Support a focus on diversity among its staff and service programs with demonstrated attention to potentially vulnerable and/or oppressed client groups.
8. Clearly define the agency's program and methods of intervention.
9. Provides orientation to the agency.
10. Will sign and abide by placement contract.

### **THE FIELD INSTRUCTOR'S ROLE**

1. Participate in the Field Instructor training in August/September of each year.
2. Provide the student with agency orientation to include organizational structure, mission, policies, and procedures.
3. Ensure that the student knows and understands their rights and responsibilities as an intern within the agency.
4. Provide the student with specific and ongoing safety procedures related to personal health and safety risks encountered within the agency experience and assess the student's understanding of safety matters and their ability to handle threatening situations in a mature and professional manner.
5. Together with the student, develop the Learning Contract to include appropriate learning activities and individual strategies tailored to the student's learning needs and specific learning opportunities that the agency has available to the student in accordance with the Department of Social Work mission, learning objectives/goals, and social work competencies (EPAS).
6. Provide a minimum of 1 hour per week of formal supervision.
7. At the middle and end of the semester complete the Student Field Experience Evaluation form.
8. Provide role modeling and guidance to the student in conducting themselves and practicing in an ethical manner in accordance with the NASW Code of Ethics.
9. Notify the Field Coordinator or Chair of any concerns, problems, or questions as soon as they become evident.
10. Be familiar with and abide by the requirements and policies of the Saint Francis University Department of Social Work Field Education Manual and participate in training students in accordance with the Department of Social Work's mission, learning objectives/goals, and social work competencies (EPAS).
11. Assist the student with the integration of acquired social work practice skills into their field experience.
13. Keep student and Field Coordinator informed about progress or concerns that arise during the placement.
14. Meet for evaluation with the Field Coordinator and student twice a term.
15. Ensure that the student has a suitable workspace and access to a telephone and computer as required.
16. Assist the student with completion of assignments related to field experience.
17. Recommend student grade.

### **PROCESS FOR ENGAGING WITH FIELD INSTRUCTORS:**

Engaging with field instructors is a priority for our program. Site visits occur twice during the practicum period. The Field Coordinator initiates regular email communication to monitor and discuss field instructor's satisfaction



with student performance and attendance. The Field Coordinator and field instructor also can have a phone call/video conference if necessary, between the field visits. If a visit is prudent, the Field Coordinator will arrange outside of the normal set two visits per semester. Field instructors are also invited to annual professional trainings that are provided by the department to earn CEU's.

**PROCESS FOR EVALUATING FIELD INSTRUCTOR EFFECTIVENESS:**

In the Social Work 425 course, field seminar, the students are engaging with the Field Coordinator on a weekly basis. During this class there is a considerable amount of time that students can engage in dialogue concerning their field instruction and the effectiveness of their field instructor. Another area that students reflect upon field instruction effectiveness is in their weekly soap notes that are provided to the Field Coordinator. If the student has concerns, they are addressed in person with the Field Coordinator. Finally, students during their mid-term and final evaluation process with the field instructor and Field Coordinator explore the strengths and limitations of the field setting.

**PROCESS FOR EVALUATING FIELD EDUCATION SETTING EFFECTIVENESS:**

Students evaluate the field education setting effectiveness with the Field Coordinator during the field seminar course through their soap notes and assignments. These documents provide ongoing assessment as to whether the practicum site is effective. They also complete an exit survey at the end of their degree and evaluate their learning in the field. After the field practicum is completed the Field Coordinator and Chair of the department discuss the strengths and limitations of each setting and decide whether the site will remain as a agency to place students.

1. Participate in the Field Instructor training in August of each year.
2. Provide the student with agency orientation to include organizational structure, mission, policies and procedures.
3. Ensure that the student knows and understands his/her rights and responsibilities as an intern within the agency.
4. Provide the student with specific and ongoing safety procedures related to personal health and safety risks encountered within the agency experience and assess the student's understanding of safety matters and his/her ability to handle threatening situations in a mature and professional manner.
5. Together with the student, develop the Learning Contract to include appropriate learning activities and individual strategies tailored to the student's learning needs and specific learning opportunities that the agency has available to the student in accordance with the Department of Social Work mission, curriculum objectives and practice behaviors.
6. Provide a minimum of 1 hour per week of formal supervision.
7. At mid semester complete an interim Field Evaluation.
8. At the middle and end of the semester complete the Student Field Experience Evaluation form.
9. Provide role modeling and guidance to the student in comporting her/himself and practicing in an ethical manner in accordance with the NASW Code of Ethics.

10. Notify the field liaison, coordinator or director of any concerns, problems, or questions as soon as they become evident.
11. Be familiar with and abide by the requirements and policies of the Saint Francis University Department of Social Work Field Education Manual and participate in training students in accordance with the Department of Social Work's mission, goals, and curriculum objectives.
12. Assist the student with the integration of acquired social work practice skills into their field experience.
13. Keep student and field coordinator informed about progress or concerns that arise during the placement.
14. Meet for evaluation with the faculty coordinator and student twice a term.
15. Ensure that the student has a suitable workspace and access to a telephone and computer as required.
16. Assist the student with completion of assignments related to field experience.
17. Recommend student grade.

#### **THE FIELD COORDINATOR ROLE**

The Field Coordinator is a faculty member of the Department of Social Work assigned to plan, implement and evaluate all aspects of the field experience. The Field Coordinator is responsible for educational coordination between the School of Social Work and the field practicum setting. The Field Coordinator focuses on development and monitoring of the student's educational progress and performance in the field and concurrently maintains a working relationship between the school and field agency.

Responsibilities of the faculty liaison include:

1. Assisting the student in developing the contract/learning plan, including selection, ordering, and enhancement of learning tasks.
2. Assessing, with the Department Chair, the student's readiness for field instruction.
3. Serving as a resource person to student and field instructor on curriculum and advising as needed in order to integrate class and field knowledge/practice/skills.
4. Enabling the field instructor to identify the student's career goals and to direct learning assignments related to those goals.
5. Initiating, continuing, or terminating the field placement with which he/she consults the Department Chair
6. Monitoring placements and consulting with field instructors, agency personnel and students.
7. Discussing with the student and field instructor the student's level of performance in meeting education objectives during midterms and finals.
8. Making telephone contact or a site visit to the field agency, as appropriate, at the beginning of each new placement. Two visits should be planned during the semester for the midterm and final evaluations. It is

considered appropriate to employ telephone contacts to monitor progress in between visits unless problems have developed. Contacts may be initiated by the field coordinator, the agency administration, the field instructor, or the student.

9. Serving as seminar instructor.
10. Maintaining responsibility for all record keeping on each student assigned, e.g. Learning Contract, Log/Journal, correspondence, evaluations.
11. Mediating any issues that may arise between, or among, the student, agency, instructor, and or the school.
12. Developing/evaluating new field instruction sites with the approval of the Chair of Social Work Department.
13. Leading education/training for all field instructors.
14. Developing, with the Chair of the Social Work Department, all field policies, and procedures.
15. Monitoring all field policies and procedures.

## **GRADING**

Grading is the final responsibility of the University. Agency instructors are responsible for evaluation of performance along the lines suggested by the University. Although the agency instructor's evaluation will be a key component of the final grade, the responsibility for such determination rests with the faculty instructor. The University expects agency instructors to share their performance evaluations with students, but to make clear to students that this is not the total basis for their academic grades.

A letter grade of A A- B+ B B- C D F will be given by the field instructor during the final evaluation. Included in the final grade for practicum is field work, completing all assignments and participating in discussion during the seminar class. The Field Coordinator and Department Chair will also discuss final grading for the semester.

Evaluation of the mastery of the subject matter component and the integration of class and field learning is the responsibility of the faculty member. Assessment occurs systematically throughout the semester by means of individual conferences, written reports, and other measures of outcome accomplishment.

## **STUDENT EVALUATIONS**

Performance and progress in the agency are of great importance and concern to students as they test their potential for practicing social work in this extended exposure to an agency and to the performance of social workers. The focus is not upon the students per se but is upon their functioning as learners and beginning practitioners of the general helping process and of those areas specific to the agency as they carry out their assigned roles. Evaluation may be regarded as an unstructured and continuous process through all conferences, except at the times of the interim evaluation report (mid-semester), and the final evaluation of student performances (end of the semester). The final document provided to Saint Francis University should reflect each student's participation in the process and acceptance of the document by his or her signature. A copy may be made available to the student for personal use. The written Interim Progress Report can be quite informal and is mainly seen as a tool for the students to gauge themselves and their progress at an early time in their experience.

**Assessments and field instruction materials/evaluations can be found in the field manual.**

**PART V**  
**ASSESSMENT AND FORMS**

**STUDENT INFORMATION FORM**

Name \_\_\_\_\_ Age \_\_\_\_\_ Marital Status \_\_\_\_\_

Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

Home Address; if different from above \_\_\_\_\_

Grade Point Average Last Semester \_\_\_\_\_

Date of Expected Graduation \_\_\_\_\_

In what kind of agencies would you like to have your field placement?

\_\_\_\_\_

Alternate choices would be \_\_\_\_\_

\_\_\_\_\_

Will you have a car available to you to provide your own transportation to your agency? Yes \_\_\_\_ No \_\_\_\_

If "yes," would you be able to provide transportation to other social work majors going to the same area?  
Yes \_\_\_\_ No \_\_\_\_ Number of passengers, besides yourself, that you could transport in your car. \_\_\_\_\_

What are your career plans after graduation? \_\_\_\_\_

\_\_\_\_\_

Outline briefly any social agency experience you have had, including camp counselorships and volunteer work:

\_\_\_\_\_

\_\_\_\_\_

Outline briefly any employment experience you have had, including summer and part-time jobs of any kind

\_\_\_\_\_

\_\_\_\_\_

What hobbies and activities interest you? \_\_\_\_\_

\_\_\_\_\_

Please make any additional comments about your interest in social welfare, your abilities and aspirations, and your experience which may have relevance to your field placement.

## CONDITIONAL ENROLLMENT/ RETENTION CONTRACT

The Saint Francis University Social Work Department expects all students to perform their roles in a manner consistent with the National Association of Social Workers Code of Ethics. The Code of Ethics outlines the role of social workers in regard to dealing with personal problems that could jeopardize clients' well-being, effect skills, and/or impair judgment and knowledge. When a student experiences substance abuse problems, personal problems, psychological or social problems that impair the student's ability to be emotionally and psychologically available during the educational experience, both student and faculty have an ethical responsibility to see that appropriate interventions are made to assist the student with these problems.

Student's Name : \_\_\_\_\_ Date of Contact: \_\_\_\_\_

Concern(s):

Recommendations for conditional enrollment/retention in the Social Work Department:

I understand that lack of compliance with these terms could lead to any of the following actions:

\_\_\_\_\_ Delay of continuation in the social work Department until provisions are satisfied.

\_\_\_\_\_ Dismissal from the social work Department

I \_\_\_\_\_ agree/ \_\_\_\_\_ disagree with the above recommendations.

\_\_\_\_\_  
Faculty Signature

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Department Director/Department Chair

**SOCIAL WORK PARADIGM**

<b>FALL</b>			<b>SPRING</b>		
<b>Freshman</b>		<b>Credits</b>			<b>Credits</b>
<b>WRIT 102</b>	<b>Research Writing</b>	<b>3</b>	<b>MATH 101 or higher</b>	<b>General Mathematics</b>	<b>3</b>
<b>BIOL 105</b>	<b>Human Biology</b>	<b>3</b>	<b>SCWK 223</b>	<b>Group in Theory and Practice</b>	<b>3</b>
<b>SCWK203</b>	<b>Intro to Social Welfare</b>	<b>3</b>	<b>SOC101 or SCWK/SOC 202</b>	<b>Gen Sociology or Intro to Women and Society</b>	<b>3</b>
<b>PLSC102</b>	<b>American Nat'l Government</b>	<b>3</b>	<b>PSYC101</b>	<b>Intro Psychology</b>	<b>3</b>
<b>ECON101</b>	<b>Principles I</b>	<b>3</b>	<b>FTAE 105</b>	<b>Introduction to Franciscan Theology</b>	<b>3</b>
<b>CORE 103</b>	<b>CES I</b>	<b>0</b>	<b>Core 113</b>	<b>First Year Seminar</b>	<b>3</b>
			<b>CORE 104</b>	<b>CES II</b>	<b>0</b>
		<b>15</b>			<b>18</b>
<b>Sophomore</b>					
<b>PHIL 105</b>	<b>Introduction to Philosophy</b>	<b>3</b>	<b>History Elective</b>	<b>American history preferred</b>	<b>3</b>
<b>SCWK 201</b>	<b>Soc Persp of Family</b>	<b>3</b>	<b>SCWK402</b>	<b>Cultural Diversity</b>	<b>3</b>
<b>PSYC209</b>	<b>Developmental Psychology</b>	<b>3</b>	<b>STAT101</b>	<b>Statistics I</b>	<b>3</b>
<b>LIT 104 or 201 or 202 or 204 or 207 or 270</b>	<b>Intro to Literature</b>	<b>3</b>	<b>Fine Arts</b>	<b>FNAR, ART, MUS or THTR</b>	<b>3</b>
<b>LANGUAGE</b>	<b>Foreign Lang 102 OR HIGHER or ASL</b>	<b>3</b>	<b>SCWK Elective</b>	<b>Elective</b>	<b>3</b>
			<b>CPSC101</b>	<b>Into to Computer</b>	<b>3</b>
		<b>15</b>			<b>18</b>
<b>Junior</b>					
<b>SCWK310</b>	<b>HBSE</b>	<b>3</b>	<b>SCWK314</b>	<b>Social Welfare Pol</b>	<b>3</b>
<b>SCWK315</b>	<b>Processes I</b>	<b>6</b>	<b>SCWK316</b>	<b>Processes II</b>	<b>5</b>
<b>FTAE or PHIL (elective) 300</b>	<b>Phil/Religion elective</b>	<b>3</b>	<b>SOC302</b>	<b>Social Research</b>	<b>3</b>
<b>SCWK/Free</b>	<b>Free Elective</b>	<b>3</b>	<b>Free Elective</b>		<b>3</b>
			<b>SCWK/PUBH/PSYC</b>	<b>SCWK/Free Elective</b>	<b>3</b>
		<b>15</b>			<b>17</b>
<b>Senior</b>					

<b>SCWK425</b>	<b>Field Instruction</b>	<b>15</b>	<b>SCWK426</b>	<b>Senior Seminar</b>	<b>3</b>
			<b>SCWK Elective or PSYC Elective</b>	<b>Social Work if PSYC Preferably Psychopathology</b>	<b>3</b>
			<b>SCWK Elective</b>	<b>Elective</b>	<b>3</b>
			<b>CORE 407</b>	<b>Keystone Seminar</b>	<b>3</b>
			<b>Free Elective</b>		<b>3</b>
			<b>Written and Oral comps</b>		
		<b>15</b>			<b>15</b>

## **Amended Saint Francis University COVID-19 Vaccine Procedure**

The safety of our students and those for whom they encounter and/or provide care for is of the utmost importance. Healthcare students and students completing internships must adhere to the affiliation agreements from our agencies.

While Saint Francis University does not mandate the COVID vaccine, nor issue exemptions, if agencies with executed affiliation agreements require the COVID vaccine, it is the responsibility of the student to either get the vaccine or convince the facility to recognize their exemption. If a student has a legitimate medical (signed by student's PCP) or religious exemption (documentation from your religious leader, on letterhead, indicating the religious reason for your request OR your own statement of a sincerely held religious belief, practice or observation that conflicts with this vaccine requirement) the Chair of the respective SFU department will retain that exemption on file in the department and share with the agency as requested. Note that there is not a specific "form" required for these requests.

Ability to complete clinical or educational requirements are dependent upon the availability and willingness of our community, clinical and educational partners to take our students. Students must understand that if they do not have required vaccines for an assigned facility, the respective faculty will do their best to promptly reschedule at another facility. Faculty cannot, however, "guarantee" how quickly the reschedule will occur, and this may result in disruption of teaching/clinical placements/internships may result in delayed completion of the semester requirements and possibly graduation.

February 17, 2023



# STUDENT HANDBOOK ACKNOWLEDGMENT FORM

I acknowledge the receipt of the Saint Francis University Social Work Student Handbook.

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Signature

Date

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Print Name