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PROGRAM INTRODUCTION

HISTORY OF THE SOCIAL WORK PROGRAM

The Social Work Program at Defiance College was started in 1967 as a result of receiving the Schaufler Endowment. The original Schaufler College, was located in Cleveland, Ohio and prepared students for lives of service in Christian Education and Social Work as early as 1886. Our Social Work Program, through our Schaufler College linkage, dates back to the very beginnings of social work education. The relationship between the Schaufler Endowment and Defiance College emphasizes the college's commitment to the social work program and to all its underlying values.

The original Schaufler Chair in Social Work was Ellen Moose who taught the first social work classes. She was succeeded by Elisa DeVos, whose developmental work resulted in the "approved status" designation by the Council on Social Work Education (CSWE) being bestowed in 1970. In 1974, Charles "Hobs" Hobgood was hired as the Schaufler Chair to further improve the program and lead it toward national accreditation. He was joined in 1977 by Professor Jeffrey Weaner. Together, they attained initial CSWE accredited status, which continues through to the present. From 1980 to 2008, Frank Sanders was an integral part of the Social Work faculty. Other full time faculty who have taught in the program over the years include Howard Miller, Lynette Lowry, Elizabeth Collarday, and Rebecca Wiersma. In 2001, Lori Robison and Alesia Yakos-Brown became Program Director and Field Coordinator respectively. Professor Weaner assumed Program Director and Schaufler Chair in 2009, and Tess Homier joined the faculty in fall of 2014. Jeff Weaner, after thirty-nine years of service to the program retired in 2016. As a result Professor Yakos-Brown continued as Field Coordinator and Professor Homier became Program Director in the fall of 2017.

DEFINITION OF SOCIAL WORK

The Defiance College Social Work Program embraces the new International definition of social work, adopted by the International Federation of Social Workers (IFSW) and endorsed by the National Association of Social Workers (NASW) (DuBois & Miley, 2011, p.2):

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the point where people interact with their environments. Principles of human rights and social justice are fundamental to social work. (IFSW, 2004, Definition section, ¶ 1)

Social work activities empower client systems to enhance their competence and enable social structures to relieve human suffering and remedy social problems.

Major goals of Social Work (DuBois & Miley, 2011, p. 9):

1. Enhancing people's capacities to resolve problems, cope, and function effectively.
2. Linking clients with needed resources.
3. Improving the social service delivery network.
4. Promoting social justice through the development of social policy.

GENERALIST SOCIAL WORK PRACTICE

The Defiance College Social Work Program develops generalist practitioners through a curriculum that integrates: the strengths perspective, systems theory, ecological perspective, values and ethics, understanding and working effectively with diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, field education, and client empowerment. (Kirst-Ashman & Hull, Jr., 2009, p. 32).

Practitioners at this level will be called upon to perform a variety of roles with individuals as well as small groups and communities in an inclusive range of practice settings. This fits well with our geographic area and rural composition. The nature of most of the area's agencies places a wide variety of demands upon professional staff. A problem-solving approach which emphasizes both a logical sequence of steps as well as creativity and flexibility represents the basic orientation to client outcomes. This approach is built upon a framework that emphasizes system theory, understanding of diversity and social justice, strength and empowerment perspective and an ecological view of the client and his/her environment.

The foundational value system upon which this practice methodology is built is that contained in the N.A.S.W. Code of Ethics.

A major emphasis of our program is the development of the student through activities and projects that enhance the classroom experience including: two levels of field placement, urban experiences, a highly active student organization, an honor society, service, and numerous professionalization and socialization activities.

MISSION STATEMENT

Mission Statement: The Defiance College Social Work Program strives to be a learning and nurturing community where the facets of students are developed through self-reflection, academics, experiential learning, and openness. Our aim is to develop professional generalist social workers who embody the values of our profession, and are dedicated to strengthening the communities, groups, and individuals that comprise our diverse world. The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social justice.

PROGRAM GOALS

Program Goals:

1. To prepare students for immediate entry into employment through the development of the Council on Social Work Education defined competencies for Baccalaureate practice.
2. To prepare the student for licensure as a baccalaureate social worker (L.S.W) in the State of Ohio.
3. To prepare the student for graduate school education in social work by giving them a solid foundation in the five component parts of generalist social work practice: social research, social welfare policy, human behavior and social environment, social work practice skills, and field practicum in addition to curriculum content in values, ethics, diversity, social, economic, and environmental justice.
4. To promote life-long learning and professional growth for students and area social work practitioners.

OVERVIEW OF THE CURRICULUM

The Council on Social Work Education provides guidance to all graduate and undergraduate social work programs through the development of professional standards of practice for baccalaureate and masters level education and the accreditation process which certifies a program's ability to educate professionals who are competent practitioners. In the most current educational policy and accreditation standards, the council has defined nine competencies and forty-one practice behaviors for professional social work practice that must be addressed and mastery must be evidenced by students.

The Defiance College Social Work Program addresses each of these core competencies and practice behaviors by further elaborating them into the underlying knowledge, attitudes and values, and skills which then forms the basis of our extrinsic curriculum.

This section of the handbook contains:

The list of CSWE Core Competencies, the practice behaviors designed to evidence these competencies and the respective knowledge, attitudes and values, and skills which underpin them.

The course requirements for the major.

The catalog description for the social work courses and required pre-professional courses.

The college requirements for a baccalaureate degree

The degree audit form for charting student progress toward a degree in Social Work at Defiance College. And...

A sample plan of study for a four year student majoring in Social Work. Additional plans of study for students double majoring in Psychology or Criminal Justice are available on the social work page on the Defiance College website or from the Social Work faculty.

The link to the complete Council on Social Work Education Educational Policy and Accreditation Standards document is found in the appendix.

COUNCIL AND SOCIAL WORK EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

EPAS2.1.1

Demonstrate Ethical and Professional Behavior

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

2.1.1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Knowledge:

Students learn and examine NASW's Code of Ethics and the Ohio Code of Conduct as specified by Ohio's CSWMFT licensing board.

Attitudes/Values:

Students demonstrate a commitment to NASW's professional values and ethical standards of practice.

Cognitive-Affective Processes:

Students reflect on their thoughts, feelings, and resulting changes in professional perspectives surrounding ethical decision making in practice settings.

Skills:

Students analyze a range of practice situations and demonstrate ethical decision making in generalist practice.

2.1.1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Knowledge:

Students learn about the necessity for personal reflection and self-regulation as they support competency in generalist practice and lifelong professional development.

Attitudes/Values:

Students honor their self-awareness for how it informs their lifelong professional development. Students make an informed commitment to NASW's value of competency.

Skills:

Students gain skills of self-reflection, self-evaluation, and self-regulation that support competency in generalist practice at all levels.

2.1.1.3 Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.

Knowledge:

Students learn professional conduct and communication appropriate to the profession within the classroom and practice settings.

Attitudes/Values:

Students value professional conduct as demonstrated through one's behavior, appearance, and communication within the classroom and practice settings.

Skills:

Students demonstrate an integration of the code of ethics and appropriate professional conduct and communication interactions within the classroom and practice settings.

2.1.1.4 Use technology ethically and appropriately to facilitate practice outcomes.

Knowledge:

Students learn how to incorporate technology into practice ethically and appropriately.

Attitudes/Values:

Students value the appropriate and ethical use of technology in practice settings.

Skills:

Students will identify and demonstrate appropriate and ethical use of technology in practice settings.

2.1.1.5 Use supervision and consultation to guide professional judgment and behavior.

Knowledge:

Students learn the purposes and processes of supervision in the profession of social work.

Attitudes/Values:

Students value establishing and maintaining professional relationships with field instructors, colleagues, and agencies.

Cognitive-Affective Processes:

Students reflect on their thoughts, feelings, and resulting changes in professional perspective after utilizing supervision and consultation in practice settings.

Skills:

Students demonstrate appropriate professional relationships with field instructors and colleagues within practice settings, including the appropriate use of supervision and consultation.

EPAS2.1.2

Engage Diversity and Difference in Practice

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

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

Knowledge:

Students learn how diversity characterizes and shapes the human experience

Attitudes/Values:

Students develop an appreciation for how diversity shapes the human experience

Cognitive and Affective Processes:

Students reflect on their thoughts, feelings and resulting changes in professional perspectives gained from experiences with diversity in professional settings.

Skills:

Students identify and articulate the importance of human diversity in practice settings;

2.1.2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences

Knowledge:

Students learn how to view themselves as active learners toward cultural competency.

Attitudes/Values:

Students appreciate client cultural differences.

Skills:

Students treat diverse clients with dignity and respect and actively engage with clients and colleagues toward cultural competency.

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

Knowledge:

Students deepen awareness of their own cultural identity including values and beliefs that may impact professional practice

Attitudes/Values:

Students value the importance of personal reflection and self-regulation toward cultural competency

Cognitive and Affective Processes:

Students employ critical thinking and reflect on their values and beliefs to eliminate the influence of personal bias in working with diverse populations in professional practice.

Skills:

Students demonstrate self-awareness and self-regulation to eliminate the influence of personal biases in working with diverse client systems

EPAS2.1.3

Advance human rights and social, economic, and environmental justice.

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

2.1.3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Knowledge:

Students acknowledge the forms and mechanisms of oppression and discrimination, strategies of advocacy, rights of clients, and finding resources for pursuing change and use of power.

Attitudes/Values:

Students value the professional role of dismantling the forms and mechanisms of oppression and discrimination. Students gain appreciation for how advocacy is important for addressing human rights and social, economic, and environmental justice in generalist practice.

Cognitive and Affective Processes:

Students reflect on their thoughts, feelings, and changes in professional perspective surrounding social, economic, and environmental justice of clients at all system levels.

Skills:

Students demonstrate the ability to identify and articulate the forms and mechanisms of oppression and discrimination. Students gain advocacy skills at multiple levels for advancing human rights and social, economic and environmental justice.

2.1.3.2 Engage in practices that advance social, economic, and environmental justice.

Knowledge:

Students learn how to engage practice strategies that advance social, economic, and environmental justice for client systems at all levels of generalist practice.

Attitudes/Values:

Students value the array of strategies implemented for advancing social, economic, and environmental justice for client systems at all levels of generalist practice.

Skills:

Students demonstrate the ability to identify and implement practice strategies that advance social, economic and environmental justice for client systems at all levels of generalist practice.

EPAS2.1.4

Engage in Practice-Informed Research and Research-Informed Practice

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

2.1.4.1 Use practice experience and theory to inform scientific inquiry and research

Knowledge:

Students learn to develop research questions originating from practice settings and practice experience which lead to quantitative and qualitative research

Attitudes/Values:

Students value the adherence to the NASW Code of Ethics regarding ethical treatment of research participants.

Skill:

Students conduct ethically responsible research to evaluate their own practice or practice settings

2.1.4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Knowledge:

Students will learn how to analyze qualitative and quantitative research findings

Attitudes/Values:

Students will gain an appreciation for research analysis

Cognitive and Affective Processes:

Students will utilize critical thinking and reflect upon resulting changes in professional perspective concluded in research findings.

Skills:

Students will analyze qualitative and quantitative research toward advancing the science of social work.

2.1.4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Knowledge:

Students can identify and critically comprehend social research as it relates to Social Work policy and practice.

Attitudes/Values:

Students value how research evidence informs Social Work policy and practice.

Skill:

Students utilize research evidence to inform and improve practice, policy and service delivery.

EPAS2.1.5

Engage in Policy Practice

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

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

Knowledge:

Students learn social policy at the agency, local, state and federal levels that impacts client well-being, access to social services and service delivery.

Attitudes/Values:

Students can verbalize appreciation for how social policy at the local, state and federal level that impacts client well-being, access to social services and service delivery.

Skills:

Students identify specific social policies at the agency, local, state and federal levels that impacts client well-being, access to social services and service delivery.

2.1.5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

Knowledge:

Students learn how to evaluate social welfare and economic policies that impact the delivery and access to social services.

Attitudes/Values:

Students can demonstrate understanding of how current social welfare and economic policies that impart the delivery and access to social services.

Skills:

Students can identify and critique current social welfare and economic policies that impact the delivery of and access to social services.

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

Knowledge:

Students examine models of policy research, analysis, formulation, and advocacy within a historical and structural context of U.S. social policy evolution.

Attitudes/Values:

Students recognize and appreciate the policy advocacy and inextricable relationships between social workers as a means to advance social policies and service delivery.

Cognitive and Affective Processes:

Students will analyze policies and reflect on how advocacy advances social, economic and environmental justice.

Skills:

Students analyze, formulate, and advocate for policies that advance social well-being.

EPAS2.1.6

Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

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

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.

Skills:

Students demonstrate the ability to integrate conceptual frameworks into the processes of Social Work practice

2.1.6.2 Use empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.

Knowledge:

Students learn what empathy is as a critical and foundational skill in generalist practice. Students learn about key interpersonal skills necessary for practice at all levels

Attitudes/Values:

Students understand and value the necessity of strong interpersonal skills for effective generalist practice at all stages

Cognitive and Affective Processes:

Students will reflect on their use of empathy, and interpersonal skills to effectively engage diverse clients and constituencies.

Skills:

Students develop and strengthen key interpersonal skills.

EPAS2.1.7

Assess Individuals, Families, Groups, Organizations, Communities

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

2.1.7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Knowledge:

Students learn about the different sources of client data; different methods and techniques for gathering client data; different approaches of interpreting client data; and different models for comprehensive assessment of client systems at all levels

Attitudes/Values:

Students value ongoing assessment as an integral part of generalist practice at all levels.

Skills:

Students develop skills specific to gathering client data from multiple sources and organizing and interpreting client data in a comprehensive assessment

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

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.

Skills:

Students demonstrate the ability to apply the knowledge and theories for the biological, psychological, spiritual, social and cultural domains in guiding their practice.

2.1.7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Knowledge:

Students learn about initially identifying and developing mutually agreed-on intervention goals and objectives with client systems. Students learn about the strengths perspective and how it is woven throughout all phases of generalist practice and at all levels. Particularly for assessment, students learn how to incorporate strengths as well as identifying client systems' needs and limitations.

Attitudes/Values:

Students gain appreciation for developing mutually agreed-on intervention goals and objectives with client systems. Students value a strengths-based practice framework that enhances client system needs as well as helping client systems overcome limitations.

Skills:

Students demonstrate the ability to develop mutually agreed-on intervention goals and objectives with client systems. Students demonstrate the strengths perspective in all phases of generalist practice. Specific to client assessment, students learn how to elicit strengths from client systems as well as identifying client limitations as points for intervention.

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

Knowledge:

Students learn how to identify and critically analyze appropriate intervention strategies as well as how to fully engage client systems in the selection process.

Attitudes/Values:

Students value the ability to critically analyze as well as the ability to join with client systems in selecting appropriate intervention strategies

Cognitive-Affective Processes:

Students reflect upon and critically analyze assessment findings toward the selection of appropriate intervention strategies.

Skills:

Students demonstrate the ability to identify and critically analyze appropriate intervention strategies as well as the ability to fully engage client systems in the selection process.

EPAS2.1.8

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 within and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration

2.1.8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Knowledge:

Students learn intervention strategies to accentuate and develop client system strengths and resources.

Attitudes/Values:

Student value interventions that enhance client system capacities

Skills:

Students demonstrate intervention strategies to accentuate and develop client system strengths and resources.

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

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.

Skills:

Students demonstrate the ability to integrate conceptual frameworks into the processes of Social Work practice.

2.1.8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Knowledge:

Students learn techniques for joining with client systems and constituencies in the planned change process that helps client systems resolve problems.

Attitudes/Values:

Students appreciate the usefulness and value of collaborative frameworks that help client systems resolve problems

Skills:

Students adequately demonstrate techniques and strategies for joining with clients and constituents in the planned change process that helps client systems resolve problems

2.1.8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.**Knowledge:**

Students learn how to explore the connections client systems have with their environments, how to manage resources on behalf of client systems, and how to link client systems with necessary resources.

Attitudes/Values:

Students value the roles of brokers, advocates, mediators, activists, and catalysts as integral responsibilities in serving client systems

Cognitive-Affective Processes:

Students reflect on their thoughts, feelings and resulting changes in professional perspective surrounding negotiation, mediation, & advocacy on behalf of diverse client systems.

Skills:

Students adequately demonstrate how to explore the connections client systems have with their environments, how to manage resources on behalf of client systems, and how to link client systems with necessary resources

2.1.8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.**Knowledge:**

Students learn multiple methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice

Attitudes/Values:

Students gain the appreciation for the importance of the role of endings and transitions with client systems at all levels in generalist practice

Skills:

Students adequately demonstrate methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice

EPAS2.1.9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

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

2.1.9.1 Select and use appropriate methods for evaluation of outcomes.

Knowledge:

Students learn techniques to monitor and evaluate client outcomes.

Attitudes/Values:

Students value the many techniques and rationale in evaluating client outcomes

Skills:

Students demonstrate the utilization of appropriate methods in monitoring and evaluating client outcomes.

2.1.9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the evaluation of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide evaluation of professional practice.

Skills:

Students demonstrate the ability to integrate conceptual frameworks into the processes of evaluation of Social Work practice.

2.1.9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Knowledge:

Students learn multiple methods for analyzing, monitoring, and evaluating their practice interventions with client systems of all levels

Attitudes/Values:

Students gain appreciation for the role of evaluation in the generalist practice.

Skills:

Students apply various methods of analyzing and evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluation of outcomes.

2.1.9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Knowledge:

Students learn how to apply research and evaluation to inform proactive and responsive practice at all levels.

Attitudes/Values:

Students realize the necessity of research and evaluation to inform proactive and responsive practice at all social work levels.

Cognitive and Affective Processes:

Students reflect on how to use research and evaluation to shape professional perspective at levels of social work practice.

Skills:

Students apply research and evaluation to inform proactive and responsive practice at all social work levels.

DEGREE REQUIREMENTS

SOCIAL WORK MAJOR REQUIREMENTS

Successful completion of the program requires both the coursework in the Social Work major and the pre-professional sequence. The Defiance College Social Work Program is accredited by the Council of Social Work Education.

The program has five sequences in addition to its liberal arts foundation: the practice sequence, human behavior and social environment, social welfare and policy, social research, and the field practicum.

Social Work Major Requirements (72 Hours):

The pre-professional sequence courses are prerequisites for upper division social work courses and must be completed prior to admission into the program. These courses are:

Pre-Professional Courses in Social Work (39 credit hours):

PSY 110	Introduction to Psychology (3)
PSY 225	Infancy & Childhood (3)
PSY 227	Adolescence & Adulthood (3)
PSY 230	Behavioral Statistics (3)
SOC 120	Life in Society (3)
SWK 121	Intro to Social Work (3)
SWK 235	Social Problems (3)
SWK 239	Marriage & Family (3)
SWK 265	Cultural Diversity (3)
SWK 278	Interviewing/Interpersonal Comm (3)
SWK 290	Abnormal Psychology (3)
REL 201	Approaches to Religion (3)

Choose one:

ECON 205	Macroeconomics (3)
POL 237	American Government & Politics (3)

Students must be accepted into Social Work Program to take the following upper division 300/400 level social work courses (33 credit hours):

SWK 301	Research Methods (3)
SWK 355	Practice I: Generalist Practice (3)
SWK 356	Practice II: Groups & Family Generalist Practice (3)
SWK 379	Applied Behavioral Science (3)
SWK 397	Junior Field Experience (3)
SWK 457	Social Work Practice III: Macro Systems Generalist Practice (3)
SWK 476	Social Welfare-Policy Dev (3)
SWK 486	Field Instruction (9)

SOCIAL WORK (SWK)

SWK 121 Introduction to Social Work (3)

An introduction to the understanding of the concept of the social work profession, its significance in society, its history, and its place among the helping professions. The study of the goals, values, knowledge base, methods, and settings of social work. The beginning of the professionalization process.

SWK 199 Independent Research

Independent Research may be taken in social work. See descriptions of these courses under the Criminal Justice section.

SWK 235 Social Problems (3)

The purpose of this course is to facilitate increased awareness and understanding of social problems in the United States and throughout the world. Sociological theories, research and movements will be addressed in recognizing social problems and generating possible strategies for action. Problems of well-being, human diversity, inequality and modernization will be examined. The course will encourage value clarification and critical thinking in resolving current social problems. Prerequisite: SOC 120.

SWK 239 Marriage and Family Life (3)

An exploration of American family life from its historical structure and functions to variations in contemporary society. Issues of gender roles, parenting, communication, sexuality and economics as impacting family functioning are discussed along with the effects of domestic violence, divorce and separation, remarriage and blended families.

SWK 265 Cultural Diversity (3)

The goal of the course is to expand one's knowledge and understanding of living, working and relating in a culturally diverse society. Diversity will be examined on local, national and global fronts including the forms and mechanisms of oppression and discrimination as well as strategies for change that advance social and economic justice. Issues such as ethnicity, race, religion, gender, sexual orientation, age, mental/physical ability, and social class will be explored.

SWK 278 Interviewing and Interpersonal Communication (3)

This course examines the basic principles of oral communication and their application to social work practice. The principal techniques of interviewing individuals, couples, and families are explored. This is a laboratory-based course with many opportunities for skill development. Prerequisites: PSY 110, SOC 120, and SWK 121 and 239.

SWK 290 Abnormal Psychology (3)

An examination of the signs and symptoms of behavioral pathology and the interplay of social, learning, and physiological factors in the etiology of mental disorders. Cross-listed with PSY 290. Prerequisite: PSY 110.

SWK 299 Independent Research

Independent Research may be taken in social work. See descriptions of these courses under the Criminal Justice section.

SWK 301 Research Methods (3)

An introduction to the principles and methods of organizing, conducting and interpreting behavioral, and social research. Examination of survey, experimental, single case design, evaluation, and observational techniques as well as issues of measurement are addressed. Recommendation: PSY 230.

SWK 355 Practice I: Generalist Practice (3)

An introduction to the generalist model of social work and its application. The course presents the generalist Intervention Model and the planned change process as a framework for addressing client issues and problems. Emphasis will be on micro skills as a foundation for mezzo and macro skill development. Prerequisites: Admission to the Social Work Program, SWK 121, 278, and the professional sequence courses.

SWK 356 Practice II: Groups and Family Generalist Practice (3)

An introduction to the understanding of group and family dynamics, group process and group treatment, and their relationship to the planned change process. Emphasis will be the development, management and utilization of groups by generalist social workers. Prerequisites: Admission to the Social Work Program and SWK 355.

SWK 379 Applied Behavioral Science (3)

The purpose of this course is to integrate the required courses in the human behavior and social environment sequence. The emphasis will be on enabling the student to see the impact of the client's growth, development, and present environment on social functioning. This course will add understanding of life cycles, social systems, what constitutes healthy functioning, planned change, and theories of treatment. Prerequisites: professional sequence courses.

SWK 397 Junior Field Experience (3)

The course serves as the first required level of field placement. The student is placed for 10 hours per week, or a total of 140 hours within a social work setting. The student begins to utilize social work knowledge, values, and skills through observation and participation in supervised activities of the assigned agency. Graded Pass/Fail. Prerequisite: Admission to the Social Work Program. Corequisite: SWK 355.

SWK 399 Independent Research

Independent Research may be taken in social work. See descriptions of these courses under the Criminal Justice section.

SWK 457 Social Work Practice III – Macro Systems Generalist Practice (3)

The course is to provide a generalist perspective to working within the macro context of Social Work. Frameworks for planning and implementing change in organizations and communities will be discussed. Coursework will offer an emphasis on macro-level skills, with integration of micro and mezzo practice. Prerequisites: Admission to the Social Work Program and SWK 356.

SWK 476 Social Welfare and Policy Development (3)

An examination of the programs and policies of the social welfare system in the United States. It will explore the historical roots and developments of present-day programs and policy, as well as methods and models of policy formation and analysis. Prerequisites: Admission to the Social Work Program, SWK 121 and 235.

SWK 486 Senior Field Instruction (9)

Senior Capstone Experience. An experiential learning opportunity geared toward integration of academic content with practice skills. The student is placed for 30 hours per week or a total of 450 hours. The student begins to work independently as a generalist social worker under supervision within an agency setting. This is a graded course. To be taken concurrently with SWK 488. Prerequisites: SWK 397 and senior standing in the Social Work Program.

SWK 488 Senior Seminar (3)

Senior Capstone Experience. Emphasis is given to integration of all previous course content in social work with concurrent field instruction. Requires regular reporting of field activities and assists students in achieving learning objectives of the field practicum. Consideration is given to the application of social work theory, policy, research and values to the field. To be taken concurrently with SWK 486. Prerequisites: SWK 355, 356, 379 and 397.

SWK 499 Independent Research

Independent Research may be taken in social work. See descriptions of these courses under the Criminal Justice section.

PSYCHOLOGY (PSY)

PSY 110 Introduction to Psychology (3)

The application of psychological principles to the understanding of human behavior (not open to conditionally accepted first semester freshmen).

PSY 225 Infancy and Childhood (3)

An introduction to normative physiological, social, cognitive, and emotional development as a continuous process from conception through late childhood. Prerequisite: PSY 110.

PSY 227 Adolescence and Adulthood (3)

The course covers bio-psycho-social issues of development of the human being from puberty through advanced age. Key transitions in the family, interpersonal, educational and occupational realms of life are highlighted. Prerequisite: PSY 110.

PSY 230 Behavioral Statistics (3)

Quantitative analysis of behavioral measures including descriptive, correlational, and inferential methods. Report writing in the behavioral sciences is also emphasized. Knowledge of basic algebra is recommended.

ECONOMICS (ECON)**ECON 205 Macroeconomics (3)**

Analysis of national economic policies: laissez-faire, Keynesian, and monetarist theories applied to the questions of inflation, unemployment, government spending and taxation, world trade and finance, the Federal Reserve, and monetary policy.

POLITICAL SCIENCE (POL)**POL 237 American Government and Politics (3)**

This course will provide students with a basic understanding of the political institutions of the American Government as well as its strengths and weaknesses. Students will study the structure and purpose of the U.S. Constitution; the various levels and branches of government; the rights and responsibilities of citizens; the processes of government action; the social, economic, and geographic influences of government action; the roles of interest groups, elections, and the concepts of civil rights, liberty, freedom and equality. Offered fall of odd years.

BACCALAUREATE DEGREE REQUIREMENTS

Each student must work with an academic advisor to develop a program which meets the following requirements:

- Enrollment in the First-Year Experience course, FYE 100 College Engagement Seminar, during the first year by all full-time freshmen students below the age of 21 who have not had a successful college experience elsewhere;
- Satisfactory completion of 120 semester credits;
- A 2.0 cumulative grade point average (equivalent to a “C” in all work undertaken) as well as in the major field (unless a higher requirement is otherwise specified);
- Completion of the General Education Curriculum requirements listed in this publication;
- Satisfy the Defiance College residency requirement (see Residency or transfer student section);
- Completion of 24 credits in courses numbered 300 or above;
- Completion of a major field of study;
- Completion of 30 credits at Defiance College, and;
- Completion of the specific courses required for the major field of study.

The Social Work Major requirements are listed in the section entitled “Social Work Major.”

Students may wish to seek a minor in an academic discipline. A minor consists of courses in one discipline consisting of a minimum of 18 credits as prescribed by the academic area.

GENERAL EDUCATION CURRICULUM REQUIREMENTS – ALL DEGREES

The Defiance College General Education Curriculum (GEC) is divided into two parts: required core and elective courses. The GEC designed to nurture student development of the knowledge, understanding, and skills needed to contribute to our global community in productive, creative, and reflective ways. Through required core courses focused upon the 21st century learning skills of critical thinking, creativity, collaboration, and communication. Elective courses promote a breadth of knowledge and perspective, our students will develop an understanding of their world, and become empowered to advocate for change.

General Education Required Core

The following courses are **required** of all students pursuing an Associate of Arts, Bachelor of Arts, Bachelor of Science or Bachelor of Nursing degree programs (14.0 hours).

COMM 120 Introduction to Human Communication (3)

ENGL 125 Composition I (3)

ENGL 225 Composition II (3)

FYE 100 College Engagement Seminar (2)

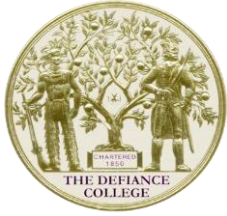
GLST 100 World Issues (3)

All full-time freshmen students below the age of 21 who have not had a successful college experience elsewhere, as a matriculated student, must enroll in FYE 100 College Engagement Seminar during the first fall at Defiance College.

General Education Elective Courses

A course from each of the following five areas must also be fulfilled for all students pursuing an Associate of Arts, Bachelor of Arts or Bachelor of Science degree program (16.0 hours).

1. **Creative and Expressive Arts (CEA) Courses:** COMM 130, COMM 245, COMM 250, DSGN 110, DSGN 111, DSGN 220, DSGN 230, ENGL 220, ENGL 275.
2. **Historical, Political, and Multicultural Perspectives (HPM) Courses:** BUS 260, DFS 225, HIST 201, HIST 202, HIST 204, HIST 205, HIST 207, REL 201, REL 211, REL 212, REL 267, REL 360, REL 370, SWK 265.
3. **Quantitative Reasoning (QR) Courses:** BUS 212, MATH 105, MATH 110, MATH 114, MATH 306, PSY 230.
4. **Scientific Knowledge (SK) Courses:** Any required biological or physical science course with lab, or BIO 113, CHEM 113, or NSCI 220 for non-science majors.
5. **Social and Behavioral Sciences (SBS) Courses:** ECON 201, ECON 205, PSY 110, SOC 120.



ADVISING AUDIT SHEET SOCIAL WORK MAJOR For Catalog AY 2018-2019

Name: _____ Degree: **Bachelor of Science**

GENERAL EDUCATION (30 HOURS)

COMM120 Intro to Human Communication	3	___
ENGL125 Composition I	3	___
ENGL225 Composition II	3	___
FYE100 College Engagement Seminar	2	___
GLST100 World Issues	3	___
*Creative and Expressive Arts (COMM130, Design, ENGL220, ENGL275, Music or Theatre)	3	___
*Historical, Political & Multicultural (COMM245, COMM250, History, Global Studies, Religion, SWK265 or ENG325)	3	___
*Quantitative Reasoning (Math or Statistics)	3	___
*Social and Behavioral Sciences (ECON201, ECON205, PSY110 or SOC120)	3	___
*Scientific Knowledge <i>Choose one of the following:</i> NSCI220 Inquiry in Science Biological Science with a lab (BIO113, 120, 229, 235) Physical Science with a lab (CHEM113, 123, PHYS100, 202 or 210)	4	___

Hours needed in Gen. Ed. ___

Semester hours completed:	___
Semester hours in progress (P):	___
Semester hours needed:	___
Cumulative average:	___
300/400 level course hours needed:	___
Open elective hours needed:	___

*See catalog for specific course options

MAJOR REQUIREMENTS (72 HOURS)

SOC 120 Life in Society	3	___
SWK 121 Intro to Social Work	3	___
SWK 235 Social Problems	3	___
SWK 239 Marriage & Family	3	___
SWK 265 Cultural Diversity	3	___
SWK 278 Interviewing/Interpersonal Comm	3	___
SWK 290 Abnormal Psychology	3	___
PSY 110 Intro to Psychology	3	___
PSY 225 Infancy & Childhood	3	___
PSY 227 Adolescence & Adulthood	3	___
PSY 230 Behavioral Statistics	3	___
REL 201 Approaches to Religion	3	___
<i>Choose one of the following:</i>		
ECON 205 Macroeconomics	3	___
GLST 211 Intro to Global Studies	3	___
POL 237 American Gov't & Politics	3	___


**Students must be accepted into Social Work Program
to take 300/400 level SW courses**

SWK 301 Research Methods	3	___
SWK 355 Practice I	3	___
SWK 356 Groups & Families	3	___
SWK 379 Applied Behavioral Science	3	___
SWK 397 Field Experience	3	___
SWK 457 Practice III	3	___
SWK 476 Social Welfare-Policy Dev	3	___
SWK 486 Field Instruction	9	___
SWK 488 Senior Seminar	3	___

___ Hours needed in major

Notes: (P) = course in progress
 √ = requirement completed
 ___ = course needed

SAMPLE PLAN FOR: SOCIAL WORK

		Four-Year Degree Plan				Catalog: 18-19		
		Major:		Social Work		Major 2:		
		Concentration:				Minor:		
		Concentration 2:				Credits:		120
Fall 2018			14	Spring 2019			16	
COMM 120	Intro to Human Communicat	3	ENGL 125	Composition I	3			
FYE 100	College Engagement Seminar	2	NSCI 201	Dev. Of Life on Earth	4			
GLST 100	World Issues	3	PSY 110	Intro to Psychology	3			
SOC 120	Life in Society	3	SWK 235	Social Problems	3			
SWK 121	intro to Social Work	3	SWK 239	Marriage and Family	3			
Fall 2019			15	Spring 2020			15	
ENGL 225	Composition II	3	Creative Gen Ed	Student Choice	3			
PSY 225	Infancy and Childhood	3	PSY 227	Adolescence/Adulthood	3			
SWK 265	Cultural Diversity	3	SWK 278	Interviewing	3			
SWK 290	Abnormal Psychology	3	REL 201	Approaches to Religion	3			
ECON 205 or	Student Choice	3	Open Elective	Student Choice	3			
POL 237								
Fall 2020			15	Spring 2021			15	
PSY 230	Behavioral Statistics	3	SWK 301	Research Methods	3			
SWK 355	Practice I	3	SWK 356	Groups and Families	3			
SWK 397	Field Experience	3	SWK 379	Applied Behavior	3			
Open Electives	Student Choice	3	Open Electives	Student Choice	3			
Open Electives	Student Choice	3	Open Electives	Student Choice	3			
Fall 2021			15	Spring 2022			15	
SWK 457	Practice III	3	SWK 486	Field Instruction	9			
SWK 476	Social Welfare	3	SWK 488	Senior Seminar	3			
Open Electives	Student Choice	3	Open Electives	Student Choice	3			
Open Electives	Student Choice	3						
Open Electives	Student Choice	3						

ACADEMIC ADVISING

The advising role is extremely important to our program. The advising of students truly begins almost at the point of recruitment to attend The Defiance College. All prospective students meet with social work faculty and are given information on course requirements and sequencing at that time.

The freshmen at The Defiance College are all advised through a freshman seminar course. However, the freshmen who have an interest in social work are placed into the Introduction to Social Work course and have substantial contact with the instructor in that class as well as access to the activities of the student organization. The freshman advisors recognize the importance of social work students' contact with social work faculty and support its development.

When students formally declare Social Work, their primary advisor is a social work faculty member. The advising process involves two different, but not exclusive, processes. First, the class scheduling process requires that at least once a semester students discuss class selections with their faculty advisor. This is reinforced by requiring signatures before registration. The primary advisor is given access to an electronic file that charts the student's progress as well as final grades and transcripts.

The second advising process is professional or career advising. The students are encouraged to give careful consideration to all aspects of their career decisions. They are also educated as to the particular personal aptitudes, values, and characteristics that are desired for a career in social work. The early field placement experience is available to students who are looking for more concrete ways of viewing or evaluating the social work practitioner's roles and tasks.

Students who are uncertain regarding their own potential for involvement in a social work career are encouraged to consult with the social work faculty to aid in reaching a decision. An early career decision may always be reversed, and students are encouraged to bring any personal concerns about this career choice to the faculty at any point in the curriculum. The faculty also have responsibility for bringing what they identify as the student's vulnerabilities in a social work career to their attention.

Social work students are encouraged to interact with each other and to participate in the events sponsored by the social work program.

PROGRAM POLICIES AND PROCEDURES

Standards for Social Work Education

1.0

Introduction

This document sets out Standards for Social Work Education that apply to students enrolled at Defiance College, beginning Summer 2006. These Standards were adapted, with permission from *the Standards for Social Work Education* established by the School of Social Work, University of Texas at Austin in 1997, revised 1998, 1999, 2005.

Because of the nature of professional social work practice, the Social Work Program at Defiance College has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Program.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Social Work Education, the National Association of Social Workers (NASW) Code of Ethics and the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in students' files.

2.0

Criteria for Evaluating Academic Performance

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Social Work Program evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1

Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) *Written*: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) *Oral*: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively and appropriately to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

2.2

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms and/or available resources. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Ohio Counselor, Social worker, & Marriage and family Therapist Board).

2.3

Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct in Ohio. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior, classroom and field performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct in Ohio. Ethical behaviors include:

Adherence to the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct of the Ohio Counselor, Social worker, & Marriage and Family Therapist Board.

- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.

Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.

- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.

Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.

Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.

- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist

2.4

Scholastic Performance

2.4.1 Undergraduate Students

Students are considered to be in academic difficulty if their overall GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.0 in major. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (I) in any prerequisites if they are to continue course work.

2.5

Sources of Information for Academic Performance Criteria

Information about students' meeting academic performance criteria in the Social Work Program may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences

Feedback from agency-based field instructors

Observation of classroom, volunteer, or field behaviors

- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university personnel (Defiance College or other colleges and universities), helping professionals, or community members
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, academic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the School and the student

Professional Performance Rubric Evaluation

Students who are terminated from the program due to poor professional performance may apply to be readmitted to the Social Work program at a later date. The prospective student must submit the application to the program with the accompanying three letters of recommendation along with a written statement that includes the following: 1.) Include an acknowledgement of the deficiency in their previous professional performance as well as evidence that the deficiency has been removed. Students should also include a plan for continuous improvement and for preventing a reoccurrence of events. 2.) The student must submit their reasons for their wish to return to the Program and to complete their social work degree. 3.) Students must be in good standing with the college academically and financially. The application and accompanying documentation should be submitted to the Social Work Program Director. Upon receipt of required materials, an interview will be conducted with the student and the Social Work Program faculty. Following the interview, the Social Work faculty will make a decision regarding readmission. If denied readmission, the student may follow the steps outlined in the Grievance Procedure.

Similar policies are found within the Field Manual regarding professionalism within field placements.

Professional Performance Evaluation Policy

The *Professional Performance Rubric* assesses students on ten items of professionalism on a scale from 1 to 5, with a 3 demonstrating competency. Students are expected to score an overall average of 30 or above on the rubric. Students not meeting this average will be placed on *conditional status* with the expectation of improvement to be demonstrated by the next evaluation to remain in the program.

ADMISSION TO THE SOCIAL WORK PROGRAM

Students who choose to major in social work must make formal application to the Social Work Program. Applications should be submitted to the Social Work Program Director during the Spring semester of the Sophomore year (by fall of the Junior year for transfer students) to ensure the sequencing of required practice courses and field placement. Application packets are available from the Social Work Program Director.

ADMISSION CRITERIA

Students must meet the following criteria in order to be accepted for admission to the Defiance College Social Work Program.

1. Sophomore standing and completion of minimum 21 credits in Social Work Pre-Professional Sequence Courses.
2. Have a cumulative grade point average of 2.25 or above.
3. Have a cumulative grade point average of 2.5 or above in Social Work courses completed in the pre-professional sequence or permission of the Social Work Program Director.
4. Complete a written application.
5. Submit a written autobiographical paper.
6. Submit three completed professional reference forms.
7. Transfer students must submit references from a prior agency supervisor and from a faculty based supervisor.
8. Complete the personal disclosure form.
9. Participate in an interview with Social Work faculty.
10. Read the Defiance College Social Work Program Student Handbook and agree to abide by its contents including the NASW Code of Ethics, the Ohio Code of Ethical Practice and Professional Conduct, and the Policy for Dismissal from the program.
11. Submit an example of a formal written assignment which includes citations. This paper should be one which was an assignment in a class that you have already completed.
12. Scores within competency requirements on the Professional Performance Rubric.

**APPLICATION FOR ADMISSION TO THE
SOCIAL WORK PROGRAM**

PERSONAL DATA

Legal Name _____ Today's Date _____
Last, First Middle

Preferred Name _____ Preferred Pronouns _____

Other Name(s) Used _____ Student ID Number _____

Local Address: _____
Street City, State Zip

Home Address: _____
Street City, State Zip

Cell Phone _____ Home Phone _____

Email Address: _____

Defiance College Email Address _____

ACADEMIC DATA

Academic Advisor _____

Cumulative GPA at Defiance _____ Anticipated Graduation Date _____

Were you enrolled in a social work program at another college or university? _____ If so, please attach a copy of your transcript.

Check the pre-professional sequence courses you have completed and record the grade you received. Place an "E" next to courses for which you are currently enrolled:

_____	_____	Life in Society	_____	_____	Development of Life on Earth
_____	_____	Introduction to Psychology	_____	_____	Marriage and Family
_____	_____	Introduction to Social Work	_____	_____	Cultural Diversity
_____	_____	Infancy and Childhood	_____	_____	Behavioral Statistics
_____	_____	Adolescence and Adulthood	_____	_____	Social Problems
_____	_____	Abnormal Psychology	_____	_____	Approaches to Religion
_____	_____	American Government and	_____	_____	Interviewing/Interpersonal
_____	_____	Politics OR Macroeconomics	_____	_____	Communication

What is your GPA for the social work courses you have already taken? _____

EXPERIENCE

Please describe any social work related experience, such as volunteer work or employment in agencies, schools, churches, or clubs.

Name of the agency or institution, Supervisor's name, address and phone number	Description of Experience	Dates/Hours	May We Contact?
	Volunteer or Paid (circle one)		
	Volunteer or Paid (circle one)		
	Volunteer or Paid (circle one)		
	Volunteer or Paid (circle one)		

AUTOBIOGRAPHY

Please attach a brief autobiography, typed and double spaced, highlighting events and experiences which enhanced your motivation to choose social work as a major. Include the following:

- A. Describe experiences in family life and the family relationships that have significantly affected your personal growth and development?
- B. Summarize your values, i.e., what is important to you. What influence might your values have in your development as a professional social worker?

- C. What are your personal life goals? How does your interest in social work as a career option fit these goals? What supports do you have for achieving these goals? What barriers?
- D. What interests, hobbies or leisure activities do you enjoy? To what extent have you participated in campus or civic organizations?
- E. What do you believe to be your strengths? What attributes will contribute to your effectiveness as a social worker?
- F. Identify areas in your life you want to target for additional personal and professional growth and development.

REFERENCES

Please submit the names of three persons, other than family members, who know you well. Consider an employer, teacher, supervisor, clergy member, or academic advisor. If you are a transfer student you must submit a reference from a faculty based supervisor.

Complete the top portion of the reference forms provided and send the form to your reference with a stamped, return envelope addressed to: Social Work Program Director, Defiance College, 701 N. Clinton St., Defiance, OH 43512.

- 1. _____
- 2. _____
- 3. _____

SIGNATURE

In signing this form, I verify that the information provided in this application is truthful and correct.

I verify that I have read the Ohio Code of Ethical Practice and Professional Conduct for Counselors and Social Workers and agree to abide by it. I understand the eligibility requirements for licensure in the State of Ohio. I further understand that any prior record involving moral turpitude may, at the Board's discretion, render me ineligible for licensure.

I have read the Social Work Program Student Handbook and understand the Program policies and procedures including: Levels of Acceptance, Termination Policy, Grievance Policy, Field Placement requirements, and agree to abide by the NASW Code of Ethics.

Signed _____ Date _____

**REFERENCE FOR ADMISSION
TO THE SOCIAL WORK PROGRAM**

APPLICANTS: Complete this section of the form before asking someone to complete the reference below. Also, fill in your name on the second page. Please enclose a self-addressed, stamped, return envelope for those who must mail in their reference for you.

Applicant's Preferred Name (Printed) _____ Date _____

The Family Educational Rights and Privacy Act of 1974 provides the student with a right of access to this reference form. This right may be waived, but no school or person can require the student to waive this right. Check and sign one of the following statements.

_____ I waive my right to review this recommendation.

_____ I do *not* waive my right to review this recommendation.

Applicant's Legal Signature _____ Date _____

INSTRUCTIONS:

The student who provided you with this recommendation form is applying to be a social work major. In addition to a minimum GPA, qualified candidates must demonstrate strong potential as a professional social worker. Please assist them with this process by providing the necessary information.

Please review the applicant's strengths and weaknesses in the following areas and circle the most appropriate response:

Personal Character/ Integrity	Poor	Fair	Good	Excellent	Not Known
Emotional Maturity/Stability	Poor	Fair	Good	Excellent	Not Known
Willingness to serve others	Poor	Fair	Good	Excellent	Not Known
Past service involvement	Poor	Fair	Good	Excellent	Not Known
Interpersonal skills	Poor	Fair	Good	Excellent	Not Known
Sensitivity to cultural differences	Poor	Fair	Good	Excellent	Not Known

To what capacity have you known the applicant?

How long have you known the applicant? _____

Applicant Name _____

To what extent do you feel that you know the applicant?

_____ Very Well _____ Moderately Well _____ Not Very Well

Please comment generally regarding your estimate of this candidate's probability of success in the field of social work.

Based on my knowledge of the applicant, I would:

_____ Recommend this student for admission to the social work program
_____ Not recommend this student for admission to the social work program
_____ Recommend additional screening (please explain below)

Explanation of recommendation or additional comments: _____

Signed: _____ Date: _____

Name Printed: _____ Title: _____

Organization: _____

Address: _____ Phone _____

Thank you for your time.

Please mail this form in a sealed envelope with your signature across the envelope flap to:

Social Work Program Director
Defiance College
701 N. Clinton St.
Defiance, OH 43512

Defiance College Social Work Program

PERSONAL DISCLOSURE

Disclosure of personal information is necessary to determine suitability of students for agency field placement settings. This includes questioning about the following: (a) conviction of any felony or misdemeanor that involved bodily harm to another or involved a threat to the well-being of another; or (b) violations of a profession's ethical standards or code of conduct. **Many field agencies require a criminal background check.** Conviction of a felony or misdemeanor may also affect one's ability to be licensed by state boards. It is believed such decisions are made on an individual basis, based upon such factors as types and severity, frequency and patterns, and successful treatment and rehabilitation.

Name (Please Print): _____

Criminal History:

Have you ever been convicted of a violation of any local, state, federal, Canadian or international law (not including traffic violations or juvenile offenses)?

_____No _____Yes

If Yes, please explain:

Applicants with a criminal history **must** submit documentation surrounding the incidents and court rulings. **Failure to report a criminal history will lead to automatic denial for admission or removal from the social work program.**

Professional License:

Have you ever had a professional license suspended or revoked?

_____No _____Yes

If Yes, please explain:

Applicants with a history of having a professional license suspended or revoked **must** submit documentation surrounding the incidents and judgments. **Failure to report a past history of license suspension or revocation will lead to automatic denial for admission or removal from the social work program.**

ACKNOWLEDGEMENTS:

- I have read and do hereby certify that the information contained above is correct. I understand that a release for information and additional documentation, as specified by the faculty, will be required regarding a criminal history and/or an ethical violation of professional standards.
- **I understand that failure to report a criminal history or license suspension/revocation will result in denial for admission or immediate removal from the social work program.**
- I realize a criminal history and/or an ethical violation of professional standards may render me ineligible for future licensure, and accept that neither the Defiance College, the Social Work Program, nor the program faculty will be held responsible.
- I understand the *Personal Disclosure* form will be secured within my student file within the Social Work Program. I am to notify the Program of any future incidents or changes to the current disclosure while enrolled. The form will not be disclosed to persons outside the Program without my written consent.
- Furthermore I acknowledge that I have read and agree to adhere to all *Policy Statements* within the Defiance College Student Handbook, the Social Work Program Student Handbook and Field Manual as well as the NASW Code of Ethics .

Signature: _____

Date: _____

Name (Please Print): _____

Read and reviewed with student:

Faculty Signature: _____

Date: _____

LEVELS OF ACCEPTANCE

Based on the student's materials and admissions interview, the Committee may take one of three actions, including:

1. Unconditional acceptance: the student has an overall GPA of 2.25, and a Social Work GPA of 2.5 along with letters of reference which commend their character and academic potential, and have demonstrated an understanding and acceptance of social work knowledge and values.
2. Conditional acceptance: the student has an overall GPA of 2.25, a Social Work GPA of less than 2.5 but greater than 2.25 and the student's performance in the classroom or in a social setting has indicated some areas of concern; or the student has less than an overall GPA of 2.25 but has other outstanding attributes which indicate the potential for a successful career. A plan will be made to address the designated areas and time-line for review and final acceptance.
3. Non-acceptance ("Selecting Out") A Decision of non-acceptance will be based upon situations when one or more of the following criteria are met:
 1. Inadequate academic performance (below 2.25) and does not demonstrate compensating attributes or improvement in a corrective direction.
 2. Evidence of academic dishonesty (i.e. cheating, intentional plagiarism)
 3. Demonstrate consistent and on-going lack of accountability and responsibility in general, or in areas designated as student responsibility.
 4. Demonstration of impaired relationships and/or inappropriate behaviors attributed to emotional instability or unresolved personal issues which hinder professional practice.
 5. Demonstrate excessive bias, prejudice and judgmental attitudes such as to affect inter-personal communication and interfere with the client's self-determination.
 6. Evidence of a violation of the profession's ethical standards including but not limited to: inappropriate sexual behaviors, severe problems with confidentiality and not recognizing and adhering to limits of professional competence.
 7. Refusal of recommended plan for resolution of areas seen as necessary for acceptance such as refusal to obtain recommended assessment or treatment of unresolved issues or addictions.

Students who are not accepted into the program will be advised as to an alternate field of study.

TRANSFER CREDIT POLICY

TRANSFER INTO THE SOCIAL WORK MAJOR

1. The Registrar will initially review all previous courses in accord with General and Social Work Transfer policies.
2. Registrar will consult with Social Work Program Director before granting approval.
3. In accord with C.S.W.E. standards, no credit is given for life or work experience. In addition, Field placement and practice courses are not transferable from non-accredited social work programs. Other courses transferred for non-accredited programs must have syllabi approved by the Social Work Program Director before transfer credit is granted.
4. Course work from other CSWE accredited Social Work programs will be accepted for Defiance College equivalent courses.
5. Students transferring after the sophomore year must complete an admission process which includes the application form, completion of three references, and faculty interview.

TERMINATION POLICY

The Social Work Program Admissions Committee reserves the right to request that a student withdraw from the Social Work Program if academic performance, ethical or professional behavior, or emotional or physical health indicates that the student may not successfully complete the program or may jeopardize the well-being of clients served.

A decision for terminating a student from the Social Work Program will be based upon situations when one or more of the following criteria are met:

1. Inadequate academic performance (below 2.0 and does not demonstrate compensating attributes or improvement in a corrective direction.
2. Evidence of academic dishonesty (i.e. cheating, intentional plagiarism)
3. Demonstrate consistent and on-going lack of accountability and responsibility in general, or in areas designated as student responsibility.
4. Demonstration of impaired relationships and/or inappropriate behaviors attributed to emotional instability or unresolved personal issues which hinder professional practice.
5. Demonstrate excessive bias, prejudice and judgmental attitudes such as to affect inter-personal communication and interfere with the client's self determination.
6. Evidence of a violation of the profession's ethical standards including but not limited to: inappropriate sexual behaviors, severe problems with confidentiality and not recognizing and adhering to limits of professional competence.
7. Refusal of recommended plan for resolution of the problem such as refusal to obtain recommended assessment or treatment of unresolved issues or addictions.

Students have a right to appeal their termination from the Social Work Program. Students should submit their appeal first to the Social Work Program Director and follow the process outlined in the Program's Grievance Procedure.

READMISSION PROCEDURE

Students who have been dismissed from the Social Work Program may apply to be readmitted upon meeting the following criteria:

- 1) Students must submit an application and three letters of recommendation.
- 2) Students must provide a written explanation of the concerns that resulted in their termination from the Program. Students should include an acknowledgement of the deficiency in their previous performance as well as evidence that the deficiency has been removed. Students should also include a plan for continuous improvement and for preventing a reoccurrence of events.
- 3) The student must submit their reasons for their wish to return to the Program and to complete their social work degree.
- 4) Students must be in good standing with the college academically and financially.

The application and accompanying documentation should be submitted to the Social Work Program Director. Upon receipt of required materials, an interview will be conducted with the student and the Social Work Program faculty.

Following the interview, the Social Work faculty will make a decision regarding readmission. If denied readmission, the student may follow the steps outlined in the Grievance Procedure.

POLICY FOR GRANTING EARLY GRADUATION REQUESTS

On occasion students request to begin SW 488 Senior Seminar and SW 486 Senior Field Instruction in the summer preceding their senior year, therefore also requesting to complete all of the major's requirements the fall of their senior year towards early graduation in December (versus May at the end of the spring semester). Students may only be considered for early senior field and December graduation if the following criteria is met.

3.0/4.0 or better GPA Overall

3.33/4.0 or better GPA within the Social Work Major

Letter Grade of "B" or better in the following Social Work Courses:

SWK 278 Interviewing

SWK 355 Practice I

SWK 356 Practice II

SWK 379 Applied Behavioral Science

Outstanding Performance in SW 397 Jr. Field Experience

Scores of 2 on the Agency Field Instructor Junior Field Evaluation

Excellent Attendance in the Classroom or Field

Excused absences by doctor(s) verification only

GRIEVANCE PROCEDURE

All students have rights to grievance procedures if they feel they have been treated unfairly. Social Work majors are encouraged to speak directly with the faculty member or agency field instructor with whom he/she has a grievance as the first step towards the resolution of the difference. If the student still feels her/his rights have been violated, a meeting can be scheduled with the student, faculty member or field instructor, and the Program Director. Should a satisfactory solution not come forth from the meeting, an appeal may be made to the Chair of the Business, Education, and Social Work Division and a subsequent meeting of relevant parties might be arranged. Every attempt is made to resolve the issue within the Department. However, if an academic grievance still remains unresolved to the parties' satisfaction, the student may submit an appeal in writing, to the Chief Academic Officer. The Chief Academic Officer will rule on the appeal.

STUDENT RIGHTS AND RESPONSIBILITIES

Students who are in the Social Work Program have certain rights and responsibilities that are clearly defined and are included in the Student Handbook.

Rights

Social Work majors have the right:

1. To be treated with courtesy, respect and fairness by college faculty and administrators.
2. It is the policy of Defiance College that there be no discrimination against any individual in educational or employment opportunities because of race, ethnicity, religion, national origin, gender, sexual orientation, disability, or status as a disabled veteran or veteran of the Vietnam era.
3. To receive reasonably prompt feedback on assignments and tests and be informed in a timely fashion of serious problems in course work through warning slips. A student also has the right to be informed about what she needs to correct or improve performance.
4. To privacy, not to have personal or academic information released to the Field Instructor without the student's written consent.
5. To request a change in field placement when a conflict can not be resolved by the student, the Field Coordinator, or the Field Instructor when the conflict is not related to inappropriate student behavior.
6. To appeal and go before the appropriate committee concerning an academic grade.
7. To appeal and follow procedures concerning dismissal from the Program.
8. To request a change in advisor when there has been a poor fit between advisor and student and to be provided with a new advisor.
9. To have a voice and be heard in choosing client populations and agency settings for internships and field placements.
10. To choose not to participate in any research study conducted by the college, the Program or faculty member.
11. To not have student's written assignments copied or distributed without student's consent.
12. To receive information about important professional matters, such as licensing, graduate school application and NASW membership.
13. To be elected and participate in the Social Work Program's Community Advisory Board.
14. To participate and give feedback to the faculty regarding the hiring of full-time tenured-track Social Work faculty by meeting the candidates and hearing presentations by the candidates.
15. To participate in curriculum development and revision by providing feedback to the Social Work faculty by filling out evaluations and completing the Senior's Evaluation of the Social Work Program.
16. To participate in meetings with the Council on Social Work Education accreditation site team, either individually or as a group.
17. To be informed of changes in the Social Work curriculum in a timely manner that impacts a student's requirements for the major.
18. To form organizations and/or clubs with other social work majors and to plan activities with the support of the social work faculty.

Responsibilities

Social Work majors have the responsibility:

1. To treat college administrators, Social Work faculty, Agency Field Instructor and fellow students with respect and courtesy.
2. To act according to the NASW Code of Ethics.
3. To read the Program's Student Handbook to be familiar with the requirements, curriculum and policies of the Social Work Program and the NASW Code of Ethics.
4. To be familiar with the Council of Social Work Education's Curriculum Policy Statement, which is in the Student Handbook and the Field Manual.
5. To read the Field Manual and be familiar with and follow the expectations and requirements for fieldwork placements.
6. To fill out course evaluations, service learning, internship and field placement evaluations and senior's evaluation of the Social Work Program.
7. To respect confidentiality both in the classroom and in the fieldwork placement.
8. To meet with their advisors regularly concerning their courses and schedules and graduation requirements.
9. To share important information that affects their academic and/or field placement performance with advisors.
10. To maintain good attendance, be punctual for class and field placements, turn in assignments on time and make appointments with faculty and Fieldwork Supervisors as necessary.
11. To notify their advisors of any decision to change majors and/or transfer to another college, preferably discussing these issues with the advisor prior to making the decision.
12. To work collaboratively with the Fieldwork Coordinator and social work faculty on finding service learning projects, internships and field placements by filling out the necessary forms, making calls and setting up appointments with potential supervisors.
13. To meet all deadlines and paper work required for course registration, dropping and adding courses, incomplete grades, academic courses and fieldwork.
14. To allow adequate time for requesting letters of reference from Social Work faculty and provide the faculty with the necessary information on student's academic performance.

NON-DISCRIMINATION STATEMENT

Defiance College is committed to providing equal opportunity to all individuals. Defiance College does not discriminate on the basis of race, ethnicity, religion, national origin, sex, gender, gender identity/expression, sexual orientation, age, disability, genetic information, marital status, or veteran status in administration of its admission, financial aid, employment, and academic policies and practices, as well as the College's athletic programs and other College-administered programs, services, and activities. The College will abide by all applicable requirements of state and federal law prohibiting discrimination including Title IX of the Education Amendments of 1972. Sex discrimination, sexual harassment, sexual assault and sexual violence on any of these bases in the workplace, the classroom, residence halls, and activities, including on or off campus, or in any other setting where students, faculty and staff may find themselves, is unacceptable and prohibited.

SEXUAL/GENDER HARASSMENT STATEMENT

The College seeks to create and maintain an academic environment in which all members of the community are free of harassment based on gender or sex. Defiance College espouses values which infuse the academic and residential life on its campus. An integral community life must be the awareness on the part of every member of the rights and human dignity of every member. Attitudes of condescension, hostility, role-stereotyping, and sexual innuendo weaken the health of the community. Furthermore, harassment based on sex or gender compromises the integrity of a liberal arts education because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop strong, positive self-concepts and the sense of self-confidence which is essential to living out the ideals of a liberal education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no unlawful form of sexual or gender harassment can be tolerated.

Sexual Harassment is defined as unwelcome sexual advances, or as coercive behavior which threatens employment or academic reprisal, or promises rewards contingent upon obtainment of sexual favors, or as spreading false stories about a persons sexual harassment. Gender discrimination is defined as derogatory references to gender and/or unequal treatment based on gender.

Students who believe they have been the object of gender discrimination, or gender or sexual harassment, may inform the Student Life Office, their academic advisor, or appropriate counseling services. Investigation of a complaint will be conducted by the Affirmative Action Officer or a combination of the above named individuals and will be undertaken immediately and conducted in an expeditious manner, assuring maximum confidentiality consistent with principles of due process and fundamental fairness as follows:

1. The formal complaint must be in writing with sufficient specificity.
2. A person bringing a complaint founded in good faith will suffer no retaliation.
3. The person charged will be promptly notified and given an opportunity to respond.
4. If a formal complaint is found to be valid, appropriate counseling may be made available to the offender and/or disciplinary action or dismissal consistent with the degree of seriousness of the sexual harassment or gender discrimination may be instituted.

CIVIL RIGHTS COMPLAINTS OR HARASSMENT POLICY

Defiance College is committed to maintaining a humane atmosphere in which the race, color, creed, religion, sexual orientation, marital status, national or ethnic origin, physical or mental handicap or veteran status of an individual or group are respected and not disparaged. Defiance College will not tolerate any acts of harassment or discrimination. The College will promptly and thoroughly investigate all allegations of harassment and discrimination. The College will take any action necessary against an individual(s) found guilty of harassment or discrimination in order to maintain a harmonious campus environment.

Discrimination and harassment are defined as behavior or conduct that tends to demean or disparage an individual on the basis of race, color, creed, religion, sexual orientation, marital status, national or ethnic origin, physical or mental handicap, or veteran status.

Any student who is a witness to or victim of racial harassment or discrimination should immediately notify the Student Life Office. The following procedures will be utilized in cases of alleged harassment or discrimination between or among students:

1. The notification to the Dean of Students of harassment or discrimination can be either verbal or written.
2. The student bringing the complaint will suffer no retaliation from the College. The College will take every precaution available to protect the safety and well-being of the complainant during the interim investigation.
3. The student(s) accused of harassment or discrimination will be promptly contacted and given an opportunity to respond.
4. The accused student(s) will be formally charged through the campus judicial system if there is evidence of harassment or discrimination. Complete details of the campus judicial system can be found on pages 21 through 22.
5. The accused student(s) will be notified in writing of any charges and the judicial hearing options available.
6. A student found guilty of harassment or discrimination will be subject to appropriate disciplinary sanctions. These sanctions can range from a reprimand to suspension or dismissal depending on the severity of the incident.

RACIAL HARASSMENT INVOLVING FACULTY, STAFF OR ADMINISTRATION

The following procedures will be followed anytime a student alleges racial harassment or discrimination by faculty, staff or administration.

- a. The Affirmative Action Officer will be notified. The student can notify the Affirmative Action Officer or have the Dean of Students notify this office.
- b. The Affirmative Action Officer will conduct an investigation into the complaint.
- c. A review committee will be formed to hear the case if the Affirmative Action Officer finds evidence of racial harassment or discrimination. The committee will be comprised of faculty and administrators appointed by the President. The Affirmative Action Officer will preside over the process.
- d. Any faculty, staff or administrator found guilty of racial harassment or discrimination will be subject to appropriate disciplinary sanctions. These sanctions may range from a reprimand to

dismissal depending on the nature and severity of the incident.

In situations when the Dean of Students or Affirmative Action Officer determine that there is not sufficient evidence of racial harassment or discrimination to warrant formal charges against the accused, the accuser(s) will be notified in writing of the specific reason(s) for this determination and of his/her right to pursue the matter with external enforcement agencies.

HARASSMENT OR DISCRIMINATION INVOLVING FIELD PLACEMENT

Issues involving field placements should be directed to the Social Work Program's Field Coordinator, who in turn if necessary will notify the Program Director to initiate appropriate action under college policy.

ACCESSIBILITY SERVICES

Defiance College is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973 (Section 504). The purpose of accommodations is to provide equal access to educational opportunities without altering essential elements of programs or courses. All requests for accommodations are evaluated on an individual basis after review and evaluation of documentation. It is the responsibility of the student to request necessary accommodations and the student should do so as early as possible, as some accommodations may require time to implement.

Students with a documented physical, psychological, or learning disability must submit appropriate documentation to Defiance College's Accessibility Services Coordinator.

FIELD PLACEMENT

PHILOSOPHY OF FIELD EDUCATION

Fieldwork has been a key component of the learning experience from the beginnings of social work education. The field experience is an opportunity for the student to apply classroom learning in a professional setting, to develop and use skills, and to test his/her commitment to social work and the values of the profession. In 2008 CSWE designated field education as the signature pedagogy of social work education. Educational Policy 2.2 states:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. (CSWE, 2015, p. 12)

There are two field placements in the Social Work Program at Defiance College, with the first occurring during the junior year and the second during the senior year. Prior to entering the field students must be accepted into the program and approved by the Field Coordinator through the field placement application. A student signs a contract which includes acknowledgment that he/she has read the policies and procedures set forth in the Defiance College Field Manual.

In 2008 CSWE moved toward competency-based education, establishing core competencies of measurable practice behaviors (CSWE, 2008, p. 3). The goal of the outcome approach in field is to demonstrate the integration and application of the core competencies in professional practice (CSWE, 2015, p.12). The junior and senior field placements both provide generalist practice opportunities for students to demonstrate core competencies. SWK 397 Junior Field Experience is designed to provide students with experiences within eighteen of the thirty-one practice behaviors during a 140 hour placement. SWK 486 Senior Field Instruction is structured for students to demonstrate competency within all practice behaviors within a 450 hour practicum. Both field placements offer demonstration of core competencies through field activities as mutually created between student, field coordinator and the agency.

SOCIAL WORK HONORS

PHI ALPHA: National Social Work Honorary Society

Omicron Mu chapter of Phi Alpha National Social Work Honor Society.

Membership Requirements:

- A. Students must be formally accepted into the social work program at Defiance College.
- B. Juniors or Seniors with a 3.25 grade point average within the social work major and a 3.0 grade point average overall.
- C. Students must have completed the Junior Field experience.
- D. The final eligibility consideration for students will be spring semester of the senior year.
- E. Membership is open to all regardless of race, color, creed, national origin, ethnicity or demographic, religion, gender, sexual orientation, marital status, disability or veteran status.

TAU MU: Defiance College Social Work Honors Circle

Tau Mu social work honor society, named in honor of a deceased alumnus, Techle H. Mengstaub

Membership Requirements:

Graduating Seniors with a 3.25 overall GPA and 3.5 GPA within the major

The honorary association for Social Work students at Defiance College. Students must have a 3.5 grade point average in the Social Work major and a 3.25 grade point average overall.

Awards

The following awards also are awarded by the Social Work Program:

- ✓ Top Scholar
- ✓ Schauffler Legacy Award

STUDENT ORGANIZATIONS AND ACTIVITIES

SOCIAL WORK STUDENT ORGANIZATION

The Social Work Student Organization was created for the benefit of Defiance College social work students and those with allied majors and an interest in exploring social work as a career. The Organization annually cosponsors a fund-raiser for the local homeless shelter and soup kitchen, an urban trip to a major metropolitan city, various speakers and workshops on relevant social issues, as well as other social and professional activities. The Social Work Organization is directed by the Social Work Program Director.

URBAN EXPERIENCE

During the year the Student Social Work Organization joins with, the Introduction to Social Work class on an annual trip to Chicago or Cleveland. The purpose of the trip is to learn about a major urban area and their social problems and service delivery system. The students pay for transportation and two of the six meals. While the experience is intended for Introduction to Social Work students, many students go annually to observe social work in action as well as the variety of ethnic and cultural groups that comprise an urban setting.

BSW BULLETIN BOARD

The BSW Bulletin Board is a key source of information and exchange. The BSW Bulletin Board, which is located in the main lobby of Schauffler Hall, contains various sorts of information of importance to the BSW major (e.g., scholarships, jobs, seminars, meetings, announcements and events.) BSW majors are encouraged to read the BSW Bulletin Board on a routine basis.

SOCIAL WORK ADVISORY BOARD

The Social Work Program has an Advisory Board composed of community professionals to give feedback and perspective from the larger community. This board has been in place for almost 20 years and takes an active interest in the program development. It meets at least two times annually and has four student representatives but the meeting is open to any student interested.

SOCIAL WORK WEBSITE

Another source of information for Social Work Students is the Social Work Webpage found at www.defiance.edu. Students can access the website by clicking the “Academics” icon, “Majors”, and scrolling down the majors offered page to “Social Work”, or by going directly to the site at <http://www.defiance.edu/academics/bes/social-work.html>. This page includes a link to “Social Work Events”. The Social Work Events page lists all Social Work activities scheduled for the semester.

SOCIAL WORK ADVISORY BOARD BYLAWS - Amended May 2000

PURPOSE

The Social Work Advisory Board is a tool to provide for avenues of renewal for the program and program faculty to connect to the community. The board will be consultative and advisory in its relationship to the program, helping the program to maintain close, reciprocal, ongoing relationships with the practice community. The board will provide reevaluation of the program and curriculum by practitioners and representatives of the social agencies.

MEMBERSHIP

The membership shall consist of a blend of BSW and MSW practitioners; social work students; other professionals. There shall be a maximum of ten professionals and three students from the program with intentional efforts made to include a diverse membership.

MEMBERSHIP SELECTION

The professional members shall be appointed by consensus of the board, and either social work faculty or advisory board members may submit names for consideration.

The student members will be appointed or elected by their peers through the student social work organization, and two members will be appointed by the Social Work faculty.

TERM OF OFFICE

The student member shall be on a yearly basis with reappointment possible.

The professional membership shall be for an unlimited term as long as both the member and the Social Work faculty are in agreement. Dismissal from the board is seen as occurring due to lack of attendance or interest in the program and would be discussed with the board for consent.

FREQUENCY OF MEETINGS AND DATES

The board will meet two times per year at the middle and end of semesters.

CHAIRPERSON

The program director of the social work program will chair the advisory board meetings or appoint a delegate.

PROFESSIONAL DEVELOPMENT

OHIO REGISTRATION REQUIREMENT

SOCIAL WORK LICENSURE

Chapter 4757 of the Ohio Revised Code established licensure for social workers in October 1984. It also created a Counselor and Social Worker Board to issue these licenses and to regulate the practice of social work. The information contained in this fact sheet is summarized from that law and from the Board's rules, copies of which will be provided to all licensees and are available to others on request.

THE PRACTICE OF SOCIAL WORK: The law defines social work as “the application of specialized knowledge of human development and behaviors and social, economic, and cultural systems in directly assisting individuals, families and groups to improve or restore their capacity for social functioning including counseling and the use of psychosocial interventions and social psychotherapy for a fee, salary, or other consideration.”

WHO MUST BE LICENSED AND WHO IS EXEMPT: Persons using the title of “social worker” or persons performing social work “for a fee, salary, or other consideration” must be licensed by the Counselor and Social Worker Board, except for the following categories of people who are exempt from the licensure requirements: (1) persons certified by the State Board of Education who perform social work as a school employee or in a program for training developmentally disabled persons; (2) any other professionals licensed or certified by the State of Ohio while performing services within the recognized scope, standards and ethics of their professions; (3) clergy and other religious practitioners and persons participating with them in pastoral counseling as part of their ministerial duties and under the auspices of a federally recognized church or auxiliary, (4) persons employed in the civil service as defined in section 124.01 of the Ohio Revised Code; (5) students from accredited educational institutions who are performing supervised activities as part of their prescribed course of study; (6) certified alcoholism or drug abuse counselors; (7) American Red Cross employees providing services to military families, veterans, and disaster relief; (8) counselors from labor organizations who hold union counselor certificates while performing in that official capacity; (9) hospital or nursing home employees who perform social services other than counseling, psychosocial interventions or social psychotherapy.

REQUIREMENTS FOR LICENSURE AS:

REGISTERED SOCIAL WORK ASSISTANT (SWA)

Must have at least an associates degree in “social service technology” from an accredited educational institution. Or, until March 18, 1998 at least an associates degree in a counseling program from an accredited education institution or, have at least two (2) years of supervised counseling experience. No exam required.

SOCIAL WORKER (LSW)

Performs counseling, psychosocial interventions and social psychotherapy under supervision. Social Workers cannot be private practitioners. If they are employees of a private practitioner or group practice, their social work must be supervised by a Professional Clinical Counselor, a psychologist, an Independent Social Worker, a psychiatrist or an RN with a masters degree in psychiatric nursing.

Eligibility Requirements: A Social Worker must have at least a bachelors degree in social work or in a field related to social work from an accredited educational institution. **If the degree is in a related field, the degree must have been awarded on or before October 10, 1992.** All applicants must pass the “Basic” examination required for Social Worker and have an official transcript sent directly from the school to the Board office verifying your degree and all course work.

INDEPENDENT SOCIAL WORKER (LISW): Performs counseling, psychosocial interventions and social psychotherapy without supervision in an agency setting, as a private practitioner, or as an independent contractor.

Social workers with an LISW may obtain supervisory designation (LISW-S) one year post licensure as an LISW and following the completion of 9 hours of training in approved supervision programs obtained after licensure as an LISW.

LISW Supervision requirements: see paragraph (C) of rule 4757-23-01 at this link: <http://codes.ohio.gov/oac/4757-23>

Eligibility Requirements: To obtain this license you must have a masters or doctoral degree in social work from an accredited educational institution. In addition, you must have two years (3000 hours) of social work experience obtained after your graduate degree under the supervision of an Independent Social Worker. **Applicants for this license who receive their experience in Ohio will need to work as a Licensed Social Worker while they acquire the qualifying experience for independent licensure.** Applicants must pass the “advanced” or “clinical” examination required for Licensed Independent Social Worker. Also, an official transcript must be sent directly from the school to the Board office verifying your degree and all coursework.

FOR MORE INFORMATION OR TO REQUEST AN APPLICATION CONTACT:

CSWMFT Board
50 West Broad Street, Suite 1075
Columbus, Ohio 43215-5919
Phone: 614-466-0912
Facsimile: 614-728-7790
Board email: cswmft.info@cswb.state.oh.us

NATIONAL ASSOCIATION OF SOCIAL WORKERS

NASW is the largest membership organization of professional social workers in the world, with more than 155,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. The National Association of Social Workers is your connection to current ideas, information, resources and people.

NASW's membership benefits include: A subscription to the NASW NEWS, a subscription to the journal, Social Work, free chapter membership in your state, linking you to local people and programs, access to social work professional liability insurance, and more. Students pay only one-quarter of the full dues. (www.naswdc.org)

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

The NABSW is designed to promote the welfare, survival, and liberation of communities of African ancestry. Members of the NABSW recognize the necessity of Black community control and accountability of self to the Black community. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community.

NABSW hosts an annual National and International Conference open to its membership and potential members. The organization also publishes bi-annually a scholarly journal entitled The Black Caucus.

NORTH AMERICAN ASSOCIATION OF CHRISTIANS IN SOCIAL WORK

NACSW is committed to assisting and challenging its members to grow in their ability, to actively integrate their Christian faith and social work practice toward the end of better serving those in need. NACSW provides a variety of ways for Christians in social work to connect and stay connected with one another. They offer their members opportunities for fellowship with other Christian social workers who share a similar identity and faith commitment.

Members receive a bimonthly newsletter, Catalyst, and a semi-annual journal, Social Work and Christianity. Discounts are available for training workshops conferences, books and magazines. Professional liability insurance is available as well as reduced membership dues for Students. (www.nacsw.org)

COUNCIL ON SOCIAL WORK EDUCATION

CSWE is a national association that preserves and enhances the quality of social work education for practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

Benefits of membership include subscriptions to the Journal of Social Work Education and Social Work Education Reporter, special prices to attend the Annual Program Meeting and discounts on CSWE's publications. (www.cswe.org)

GRADUATE PROGRAMS

Students graduating from the Social Work Program at Defiance College are encouraged to seek opportunities for continued professional growth and development, including graduate education. Graduate programs are discussed in Senior Seminar, and students are notified when graduate school representatives are visiting the campus. Further information and guidance in selecting a program for graduate study can be obtained through the student's faculty advisor or the Career Services office. Students may continue to utilize the Career Services office for such purposes well after graduation.

WEBSITES

Council on Social Work Education

<https://cswe.org/>

Association of Baccalaureate Social Work Programs

<http://bpdonline.org/>

Journals

NASW- <https://www.naswpress.org/>

NASW

<https://www.socialworkers.org/>

NASW Ohio Chapter

https://naswoh.site-vm.com/events/event_list.asp

Social Work Today Magazine

<http://www.socialworktoday.com/>

International Federation of Social Workers

<https://www.ifsw.org/>

CSWE Education Policy and Accreditation Standards

The most recent CSWE Educational Policy and Accreditation Standards may be found at this link:

<https://cswe.org/Accreditation/Accreditation-Process/2015-EPAS.aspx>

Code of Ethics *of the National Association of Social Workers*

The NASW Code of Ethics can be found at:

<https://www.socialworkers.org/about/ethics/code-of-ethics>

**OHIO COUNSELOR, SOCIAL WORKER
& MARRIAGE AND FAMILY
THERAPIST BOARD
LAWS
&
RULES
As of March 5, 2018**

The most current version of the Ohio Counselor, Social Worker & Marriage and Family
Therapist Board Laws & Rules can be accessed at <http://cswmft.ohio.gov/>