DIVISION OF SOCIAL WORK
SOCIAL WORK PROGRAM

STUDENT HANDBOOK

Accredited by
Council on Social Work Education
An Affirmative Action/Equal Opportunity Institution

Every aspect of the Social Work Program’s organization and implementation is conducted without discrimination on the basis of race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, mental or physical disability.
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Welcome on behalf of the faculty and staff of the Social Work Program at Lewis-Clark State College. I would like to formally welcome you as a social work major. You have chosen a challenging and rewarding career path. The Lewis-Clark Social Work Program is known for its exceptional faculty all of whom have practical experience in a variety of fields of social work practice. The Program emphasizes quality teaching and practical course content designed to provide students with the values, skills, and knowledge necessary for effective generalist social work practice. Graduates from the program go on to obtain employment in a variety of human service settings, successfully complete state licensing exams, and attend graduate social work programs.

Please take time to review the contents of the Handbook and become more familiar with the program, organizations, and resources available to social work majors. A copy of the Handbook has also been placed on the program’s web site http://www.lcsc.edu/social-sciences/programs/social-work/. The social work program office on the Coeur d’Alene campus is located at 1000 W. Hubbard St. (208.666.6706) and the Lewiston campus in room 101 in Spalding Hall (208.792.2866)

LaChelle Rosenbaum, EdD, LMSW
Social Work Program Director

Treat everyone as a person of class
Not because they are, but because you are
Brief History of the Social Work Program at Lewis-Clark State College

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

Fully accredited by the Council on Social Work Education (CSWE), the program achieved candidacy for accreditation in 1992 and achieved full accreditation in 1996. Since 1992, the College’s Social Work graduates have been eligible for advanced standing in Master’s level (MSW) programs. Over 697 individuals have graduated from the program since its inception in 1991.

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects in the community in which they live by conducting program evaluations and needs assessments through our research sequence, which culminates in a public symposium. (Revised January 7, 2016)
PROGRAM GUIDELINES

Program Philosophy

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

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

The Social Work Program is committed to addressing human diversity including race, ethnicity, age, gender, class, sexual orientation, mental or physical disability, cultural, and lifestyle diversity issues in each course. Objectives in social work courses include understanding human diversity, discrimination, and oppression.

In all of its aspects the program is committed to

- Developing self-awareness of attitudes and personal values (Values);
- Understanding the implications of life in a diverse society (Knowledge);
- Promoting nondiscriminatory social work practice (Skills).

Program Purpose

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

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

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

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

The goal of the social work program is the education of competent social work practitioners at the micro, mezzo, and macro practice levels. Within this general focus, the social work program at Lewis-Clark State College has seven objectives.

1. To provide learning experiences and opportunities in a variety of settings that develop generalist practice social work knowledge and skills needed to achieve BSW career objectives and meet client needs.
2. To educate students on the ethical foundation of social work as stated in the NASW Code of Ethics where self-reflection on one’s own values and the understanding of how they influence relationships is emphasized.
3. To teach generalist practice social work knowledge and skills that prepare students to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice through an understanding of social work history, social welfare policy analysis and development, advocacy, resource development, and other social or political actions that promote social and economic justice.
4. Relying on a liberal arts foundation, teach generalist practice social work knowledge and skills that prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
5. Engage and require students to develop, use, and critique research for evaluating practice and adding to the knowledge base of the profession.
6. Ensure students have learned to develop and apply assessment, intervention, and evaluation skills differentially based on diversity with strengths-based perspective from an ecological point of view.
7. Encourage students to understand the ethical requirement of commitment to lifelong learning.

Program Objectives

The Program Objectives are consistent with the Social Work Program’s goals and describe the expected outcomes for students who successfully complete the Bachelor of Social Work degree.

1. Apply critical thinking skills within the context of professional social work practice;
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation;
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
5. Understand and interpret the history of the social work profession and its contemporary structures and issues;
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes;
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
8. Analyze, formulate, and influence social policies;
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
10. Use communication skills differentially across client populations, colleagues, and communities;
11. Use supervision and consultation appropriate to social work practice;
12. Function within the structure of the organizations and service delivery systems and seek necessary organizational change.

**SOCIAL WORK**

We're not in it for the income;
We're in it for the outcome.

**Program Outcome Assessments**

Outcome assessment activities are considered an important component of the Social Work Program at Lewis-Clark State College. The range of strategies used include: student course evaluations, field instructor evaluations, senior “exit” evaluations (SWEAP), capstone project, and alumni mail surveys including feedback on graduates’ performance on the Idaho Social Work Licensing examination, entrance to social work careers, and acceptance into graduate schools. A longitudinal data base has been established to monitor entrance and outcome assessments. In addition to the annual program assessment required by LCSC, the Program participates in a re-affirmation assessment process every eight years in order to remain accredited by the Council on Social Work Education.

**SOCIAL WORK FACULTY AND STAFF**

*Will be included in the next update*

**THE SOCIAL WORK CURRICULUM**

The Social Work Program outcome objectives are operationalized in each sequence and each course taught in its curriculum. Objectives identified in the syllabus for each course specify what the student will learn. Course objectives fit under sequence objectives which fit under program objectives which are compatible with the College’s mission statement and standards established by the Council on Social Work Education. The social work program at LCSC is solidly based on the generalist practice problem solving model.

**The Generalist Practice Model**

According to Morales and Sheafor (2001) the generalist perspective model:
1) is informed by socio-behavioral and ecosystems knowledge;
2) incorporates ideologies that include democracy, humanism, and empowerment;
3) requires a worker to be theoretically and methodologically open when approaching a practice situation;
4) is client centered and problem focuses;
5) involves both direct and indirect intervention awareness;
6) is research based. (p. 36)

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

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

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*Treat people as if they were what they ought to be and you will help them become what they are capable of becoming.*

~Johann Wolfgang Von Goethe

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**Bachelor of Social Work Degree**

The purpose of the BSW curriculum is to prepare students for beginning professional generalist social work practice with individuals, families, small groups, organizations, and communities. The curriculum has been developed to flow from the mission of the institution, to be consistent with the Educational and Policy Standards (2008) established by the Council on Social Work Education (CSWE Educational and Policy Standards are located on the Program’s website) and to operationalize the overall social work program objectives and outcomes. The social work curriculum is developed from the liberal arts perspective, incorporates content on professional ethics and values, and incorporates the effects of discrimination and oppression on special populations.

The professional foundation areas are: Human Behavior and the Social Environment; Social Welfare Policy and Services; Social Work Practice; Research; and Field Practicum.
The Foundation areas or sequences are unified into a generalist problem-solving model which integrates theory and skills by viewing the individual, family/small group, and agency/community at different levels of the client system, along the micro-mezzo-macro continuum. When systems or sub-systems of clients are not functioning in their best interests, the generalist intervenes at the level which will restore and empower the client and their current and future functioning. Much of the social work student’s knowledge base about individuals, groups, and families and communities is developed through courses in anthropology, biology, economics, political science, psychology, and sociology.

Social work generalist practice builds on this knowledge base and teaches the student the steps of engaging the client, assessing the client, planning an intervention strategy, implementing the intervention with the client, evaluating each step of the process, terminating appropriately, and following up with the client and the referral source(s) where needed. To assist the social work student in acquiring a framework for applying this knowledge in social work practice, we approach the generalist-practice model from an ecological systems thinking perspective. The sequence of courses in the social work program focuses on the person in the environment as it is influenced by relationships with families, groups, communities and institutions and the consequences of diversity such as ethnicity, race, class, sexual orientation, and culture in a pluralist society.

**Social Work Degree Requirements**

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

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

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

**Sequence Pedagogy**

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

**Integrated Senior Block Schedule**

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

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>SW443: Macro Practice</td>
<td>SW480: Diversity Awareness in SW Practice</td>
</tr>
<tr>
<td>SW497A: Field Instruction I</td>
<td>SW497B: Field Instruction II</td>
</tr>
<tr>
<td>SW498A: Senior Seminar I</td>
<td>SW498B: Senior Seminar II</td>
</tr>
<tr>
<td>SW499A: Senior Research I</td>
<td>SW499B: Senior Research II</td>
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**Minors**

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

**Advising**

Each social work student is assigned to a faculty advisor who is a member of the LCSC social work faculty. Students are required to meet with their advisors a minimum of once each semester to plan the student’s schedule for the following semester. Advisors will make every effort to provide students with accurate information and guidance but the student is required to assume final responsibility for his or her academic program. Faculty advisors are also available to assist students in exploring career options within the field of social work.

**SOCIAL WORK COURSES**

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

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

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

SW 226-BIOLOGICAL BASIS OF BEHAVIOR (3 CR.)
Introduces students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral psychology, or behavioral neuroscience. Main focus is on gaining and/or demonstrating an understanding of relationships between central nervous system processes and human behavior. Cross listed with PSYC 226 Pre-requisite: PSYC 101.

SW 241-SOCIAL WORK GENERALIST PRACTICE (3 CR.)
Provides an introduction to, and overview of, practice skills, methods, and problem-solving processes necessary to generalist social work practice with diverse populations. The course facilitates integration of values, ethics, knowledge and skills in work with individuals, groups, families, organizations and communities. Pre-requisite: SW 140 or SW 240 or permission of instructor or may be taken concurrently with SW 140 or SW 240.

SW 320 HISTORY OF SOCIAL WELFARE IN THE UNITED STATES (3 CR.)
This course presents an historical review of the development of social welfare in this country from colonial times to the present. Within that context, social welfare is explored relative to economic, political, social religious, and philosophical developments. This course examines this country’s responses to social welfare concerns through pragmatic efforts involving both social treatment and social control. The approach is topical and selective, rather than strictly chronological and comprehensive. Cross listed with HIST 320.

SW 321 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (3 CR.)
This course builds upon the biological, behavioral and social sciences of the Liberal Arts core. It adds a social systems perspective to explore the determinants of human behavior in infancy, childhood, adolescence and adulthood. Class, ethnicity, race and gender are emphasized, while family, group, organization, community and society provide the person/environment transactional context. This course introduces the major psychological, sociological and social work theories which underpin social work practice. Pre-requisite: PSYC 101 or instructor’s permission.

SW 322-HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3 CR.)
This course assumes and builds upon the content of SW 321 and focuses the application of that content on the life span of the individuals, dynamics of families and groups and the life cycle of organizations and community groups. This course provides a knowledge base for movement into the upper division courses. Pre-requisite: SW 321 or instructor’s permission.

SW 340-SOCIAL WELFARE SERVICES AND POLICY (3 CR.)
This course explores the development of social welfare as an institution and social work as a profession. Social and individual needs, social welfare policy formation, decision-making,
the impact of such on human service professionals and the delivery of social welfare services are examined through the utilization of both historic and scientific analysis. A preview of present and future trends also will be introduced. Pre-requisite: SW/HIST 320 or instructor’s permission.

SW 341-GENERALIST PRACTICE – MICRO-INTERVENTIONS (3 CR.)
Students focus on generalist practice with individuals and families in a variety of familial, organizational and cultural contexts. The course builds upon the beginning generalist social work skills learned in SW 241. Emphases are on development of the problem-solving approach, evaluation of practice effectiveness and assessment and intervention techniques within the context of generalist practice. Values, techniques, theory, ethics, research and diversity are stressed. Course enrollment is limited to Social Work majors. Pre-requisite: SW 241.

SW 342-GENERALIST PRACTICE – MEZZO-INTERVENTIONS (3 CR.)
Building upon previous practice classes, this course explores the theories and dynamics of group behavior, and the techniques of working with and within diverse groups in a variety of contexts. Students develop skills to assess, intervene and evaluate interaction patterns, individual change through group processes, ethical options and their own group leadership skills as an emphasis within generalist practice. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 and admission to the Social Work program.

SW 361-CHILD WELFARE (3 CR.)
This course presents to the social work student a fundamental model of social work practice that addresses a multi-systemic to intervention for families that emphasizes safety, permanence and well-being. The class explores bests practice methods of intervention with diverse populations that are a blend of policy changes and practice applications in the domain of child welfare practices.

SW 386-RESEARCH METHODS (3 CR.)
This course introduces the theory and application of basic social scientific research techniques, including qualitative and quantitative methods, data collection, statistical thinking, assessment and single-subject design. The use of research as one tool in the professional repertoire of skills available to the social work generalist and evaluation of the practice are emphasized. The ethics of scientific inquiry are stressed throughout. Pre-requisite: Core Math course.

SW 443-GENERALIST PRACTICE-MACRO-INTERVENTIONS (3 CR.)
The Generalist Approach is continued with emphasis on social work practice with and within organizations and communities. Emphasis is placed on the importance of the many systems affecting large numbers of individuals. Organizational and community structures are examined in order for the beginning practitioner to understand and intervene in the agencies and community within which social services are delivered. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 and admission to the Social Work program.

SW 390/490-DIRECTED STUDY IN SOCIAL WORK (1-3 CR.) SW 291/491- WORKSHOP IN SOCIAL WORK (1-3 CR.)
Examples of topics in these electives include but are not limited to: mental health, diversity, disabilities, ethics, law, gerontology, family violence, grief and loss and advocacy.

**SW 480-DIVERSITY AWARENESS IN SOCIAL WORK PRACTICE (3 CR.)**
This course synthesizes knowledge, values, and skills regarding diverse experiences among client systems to allow students to demonstrate their understanding of how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Students appreciate that, as consequence of differences, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. For practice application focus on differences that lead to discrimination will be highlighted.

**SW 498A-FIELD INSTRUCTION I (4 CR.)**
A contracted, supervised learning experience enabling the social work student to apply learned techniques, theories, and professional values from social work foundation courses in public and private human service agencies as a potential beginning generalist practitioner. This course requires substantial self-evaluation and reflection on the complexities of the tasks involved in social work practice. The integration of academic with experiential knowledge is facilitated by an accompanying seminar. Enrollment is limited to students admitted to the Social Work program. Pre-requisites: SW 386, and admission to the program. SW 342 and SW 443 must be taken prior to or concurrently with SW 497A and SW 497B.

**SW 497B-FIELD INSTRUCTION II (4 CR.)**
Students assume more proactive roles under the contracted supervision of social workers in public and private social work agencies. The integration of academic with experiential knowledge is facilitated by an accompanying seminar. Pre-requisites: SW 497A and admission to the Social Work program.

**SW 498A-SENIOR SEMINAR (2 CR.)**
This course focuses on classroom learning. The class facilitates the student’s professional development toward entry level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, skills and values. Enrollment is limited to students admitted to the BSW program and who have fulfilled the requirements outlines in the Field Application. Pre-requisites: SW 386 and SW 342. SW 443 can be asking concurrently Co-requisite: SW 497A.

**SW 498B-SENIOR SEMINAR II (2 CR.)**
Senior Seminar II, building on the learning in senior Seminar I, focuses on classroom learning. The class facilitates the student’s professional development toward entry level generalist practice by providing a forum for the integration of field experiences with classroom learning of social work knowledge, values and skills. Pre-requisite: SW 497A and SW 498A. Co-requisite: SW 497B
SW 499A-SENIOR RESEARCH PROJECT AND DESIGN I (3 CR.)
Students use skills and knowledge they have developed during their undergraduate tenure to design a research project to be evaluated and approved by the faculty for completion of SW 499B. In this course students design their senior research project. The course involves a review of research methodologies and statistical procedures relevant to the student’s project. Students will complete the project literature review during this course. Co-requisite: SW 495A. Pre-requisite: SW 386 plus one other course in Social Science methods: HIST 200, SS 384, SS 386.

SW 499B-SENIOR RESEARCH PROJECT SEMINAR II (3 CR.)
This is the second course in a series designed to guide students through the process of completing the research project they proposed and began in SW 499A. The final product that students will complete is a paper that explains their work and results. The final requirement of the research project is a power point presentation. This project will be professionally made and presented to a group of faculty and students. Pre-requisite: SW 499A. Co-requisite: SW 498B.

FIELD INSTRUCTION

Field instruction is a significant part of preparation for professional practice. The fieldwork experience concurrently integrates course content with hand-on experience. Social Work agencies provide the fieldwork opportunities in which students are supervised by the professional social workers within the agency. A minimum of 400 hours of fieldwork placement is required of all social work majors. This is considered the minimum amount of time for the students to achieve the skills and knowledge necessary to enter the work force as an entry level social work practitioner. The traditional schedule is 200 hours in the fall semester and 200 hours in the spring semester. Students are assigned to one agency for the entire senior placement to ensure a comprehensive practice experience over two consecutive semesters. All students eligible for Field Instruction will need to complete an application process and have everything submitted to the social work office by the stated deadline (see Important Dates on the Social Work website).

Concurrent practice field placements and senior seminar groups give the student the opportunity to apply theoretical knowledge to field instruction, to share knowledge of social work roles and functions, and to explore problem-solving with other students. In practice classes, senior seminar groups, and in the field placements the student is expected to integrate and apply social work theoretical concepts as well as knowledge, skills, and values in working directly with clients. This begins with the integration of knowledge from beginning social work courses and culminates with the integration of fieldwork experience and senior practice courses.

FIELD PLACEMENT PROCESS AND SCHEDULING

Assignment of students to field agencies is a co-operative process directly involving the student, Field Director, Field liaisons, and the agency. Details of the field instruction placement process, responsibilities of students, field instructors and the College, and related policies and procedures are contained in the Field Instruction Manual for Social Work Students. The Field Instruction Manual includes vital information and forms that the student will need to use in his/her fieldwork throughout the senior year of the social work

Students are expected to do fieldwork in agencies off campus during the same semesters that they are registered for classes. This means that they will need approximately a fifteen (15) hour block of time within their academic and employment schedules to provide for fieldwork hours that coincide with hours the social agencies provide services. Transportation from campus varies with the distances and accessibility of private automobiles and public transportation. Some agencies require the use of an automobile.

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

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<th>Course</th>
<th>Title</th>
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<th>REQ</th>
<th>COMP</th>
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<tr>
<td>ENGL 105</td>
<td>College Writing</td>
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<td></td>
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<tr>
<td>ENGL 102</td>
<td>Research Writing</td>
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<td>5</td>
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### Oral Communication (Part of Core)

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<th>REQ</th>
<th>COMP</th>
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### Mathematical Ways of Knowing (Choose One) (Part of Core)

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<th>REQ</th>
<th>COMP</th>
<th>NEED</th>
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</thead>
<tbody>
<tr>
<td>MATH 113</td>
<td>Mathematics as a Liberal Art</td>
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<tr>
<td>MATH 130</td>
<td>Finite Mathematics</td>
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<td>MATH 147</td>
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<td>MATH 147B</td>
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<td>MATH 253</td>
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<td>MATH 302</td>
<td>Foundations of Elementary Mathematics</td>
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<td>MATH 304</td>
<td>Mathematics for Business</td>
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<td>MTHPT 107</td>
<td>Math for Technology</td>
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### Integrative Seminar: Ethics & Values

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### Humanistic & Artistic Ways of Knowing (Part of Core)

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<td>Introduction to Literature</td>
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<td>ENGL 297</td>
<td>World Classics</td>
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<td>International Literature</td>
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### Scientific Ways of Knowing (Part of Core)

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### Social & Behavioral Ways of Knowing (Part of Core)

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### Program Requirements

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### General Electives (Part of Core)

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### Summary

Students must maintain a 2.7 GPA in all SW major courses and earn a minimum cumulative GPA of 2.3 to be awarded a BSW.
SOCIAL WORK PROGRAM POLICIES AND PROCEDURES

Program Responsibilities

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

Social Work Program Attendance Policy

Students are expected to attend all scheduled classes. Those students unable to attend a class are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor.

Reasonable Accommodations for Students

In compliance with the Americans with Disabilities Act of 1990 and Section 504-508 of the Rehabilitation Act of 1973, LCSC provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. Student seeking reasonable accommodations should contact Student Counseling Center/Disability Services, in Reid Centennial Hall Room 111 or phone 208.792.2211 in Lewiston and in Coeur d' Alene 1031 N. Academic Way, Suite 140 or phone 208.666.6707. The Following guidelines have been established for students requesting accommodations.

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

**FORMAL ADMISSION TO THE SOCIAL WORK PROGRAM**

Admission to the Social Work Program requires that students obtain a cumulative GPA of 2.5 and a "B-" or better in both SW240/140 and SW241. Students’ applications for admission are due **November 1st**. Students cannot register for SW443 (Macro), SW480 (Diversity Awareness), SW497 (Field), SW498 (Seminar), or SW499 (Senior Research) prior to admissions into the program. Following admission, social work students need to maintain at least a social work GPA of 2.7 through graduation.

Students under certain conditions including, but not limited to, deficient GPA's, concurrently enrolled in SW240/140 and or SW241, or concurrently enrolled in Math may apply to the social work program, but may be accepted on a provisional status. Students admitted on a provisional status will meet with the program faculty to clarify the reason(s) for the provisional status and to develop a plan for improvement.

The plan will be monitored and reviewed through the semester.

Students may apply for admission to the Social Work program when:

1. The student has completed 30 credits of the General Ed core including Math (120’s level or higher) and English 101. Provisional acceptance will be given to those concurrently enrolled in Math (120’s level or higher).
2. The student has completed SW140 (Lewiston) or SW240 (Coeur d’ Alene) and SW241 with a B- or better in both courses. Provisional acceptance will be given to those concurrently enrolled in SW241.
3. The student has achieved a minimum overall GPA of 2.5.
4. The student has achieved a minimum GPA of 2.7 in all social work courses.

**To Apply:**


1. Complete Application Packet Checklist
2. Complete Personal Statement
3. Complete the Social Work Program Application Form
4. Volunteer & Paid Experience in Human Service
5. The applicant must submit three (3) Professional Reference Forms (provided in the application packet) that evaluate and document the applicant’s potential for success in social work education and practice. One reference must document the successful completion of not less than 40 hours of work as a supervised employee or volunteer in a human services agency
6. Submit two (2) Rubrics for Assessing Professional Behaviors from your SW241 Professor and one Social Work Professor of your choice (the rubric is provided in the application packet)
7. Course Information, Copy of Unofficial Transcripts, and Degree Audit
8. Notarized Statement of Ethical Behavior
9. Complete Statement of Understanding: Impact of Having a Criminal Record
10. Criminal behavior. Applicants with a felony arrest are strongly urged to explore the
    prospects for social work licensure with the Idaho Bureau of Occupational Licenses
    (swo@ibol.idaho.gov)

**Important Notices**

Applicants may be interviewed by faculty and/or program Advisory Board Members

Any falsification in the application for admission may be grounds for dismissal from the program

The Social Work program cannot grant credit for previous life experience

Students with prior volunteer or work experience are urged to seek placements that offer
different tasks, new contacts and opportunities for personal growth

**Completed Applications**

Completed applications should be submitted to the Social Work office prior to deadlines
listed in the application packet.

Each application will be reviewed by a minimum of two faculty members. If one or more
reviewing faculty marks a box other than, “Student has been accepted to the Program,” an
Application Committee may be formed. The Application Committee will consist of the
Director and at least one faculty from each site. Decisions will be final and made by a
majority vote. Each student will be notified in writing of the decision.

**Admission Denial Appeal Process**

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

The process for such an appeal is as follows:

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

4. The Program Director will review the recommendation of the Appeals Committee and will inform the student in writing of the Program’s final decision within 5 working days of the recommendation.

**Transferring Social Work Credits**

As policy, LCSC accepts credits in transfer from other nationally recognized CSWE accredited institutions if the course is found compatible with overall institutional curriculum. Vocational courses or remedial courses are not accepted for academic credit. It is the policy of the Social Work Program that transfer credit for courses taken in another institution as required social work courses be accepted under the following conditions:

1. Transfer from CSWE Accredited Program-Courses must be similar in content and credit value to those they replace at LCSC and the student must have earned at least a “B-” or better in SW140/240: Introduction to Social Work, SW241: Social Work Generalist Practice, SW341: Micro Practice, and SW342: Mezzo Practice. For all other lower division courses, students must have earned at least a grade of grade of “C”. Transfer students should submit the syllabi for courses they wish to transfer to the Director of the Social Work Program for review. Transfer of credit is not permitted for upper division Practice Courses, Field Instruction, or Senior Seminar.

2. Transfer from Non-accredited Social Work Program – Credit may be granted if the course for which the student wishes to receive social work credit contains content comparable to the department offering, and the student earned at least a grade of “B-” or better in SW140/240: Introduction to Social Work, SW241: Social Work Generalist Practice, SW341: Micro Practice, and SW342: Mezzo Practice. For all other lower division courses, students must have earned at least a grade of “C”. The student may be required to pass a comprehensive exam of the course at LCSC, asked to provide course syllabi, and/or the qualifications of the faculty who taught the course. Transfer of credit from non-accredited programs is not permitted for upper division Generalist Practice Courses, Field Instruction and Senior Seminar. However, those credits may be used as elective credit only.

3. Non-social work transfer credits will not be accepted as social work program credits. The 54 social work program credits and six (6) social work electives have been designed to instill the necessary knowledge, values, and skills students need to become a competent social worker. The sequence and integration of Human Behavior, Practice, Research, Policy, Ethics and Values, Social and Economic Justice, and Diversity that are woven throughout the LCSC: Social Work Program courses is
strategic and in compliance with the accreditation standards of the Council on Social Work Education. Courses from related fields will enhance student perspective, but are not substitutes for social work courses. For the integrity of the social work learning process, there is only one exception. The one exception to this policy is research methods. LCSC accepts 300 level or higher social science, or related field, statistics or research methods courses for SW 386: Social Work Research Methods.

**Course Waive Policy and Course Credit for Life Experience**

In accordance with accreditation standards established by the Council on Social Work Education testing-out of required social work core courses is not permitted nor will students be granted academic credit, course waivers, or field practicum credit for life experiences or previous work experience for courses in the professional foundation areas.

**Academic Dismissal from the Social Work Program**

While serving the student consumer within the academic community, social work educators are the first-line gatekeepers to the profession and are thus held responsible for graduating competent beginning-level professionals who are academically, behaviorally, and ethically suited to practice as social workers. The nature of screening of future professional social workers involves an ongoing process throughout the student's academic career beginning with formal admission to the program through his or her Field Placement. The Lewis-Clark State College program in Social Work shall not discriminate against students when taking action to remove them from the program or extend their time in the program.

**Grounds for Academic Dismissals**

1. Any student whose class or field performance makes his or her continuance in the program inadvisable may be dismissed from the program. Such student will be apprised of such deficiencies and given recommendations for improvements before dismissal from the program.
2. Professional behavior, especially in practice settings, is an academic requirement not separate from the educational component of the program and unprofessional behavior, including, but not limited to, violating the NASW Code of Ethics can be grounds for dismissal from the program.
3. Cheating, exercising dishonesty or plagiarizing are academic grounds for dismissal from the program, and may also be subject to discipline under the LCSC Student Code of Conduct.
4. Consumption, influence or possession of alcohol or other drugs in class or field placement are grounds for immediate academic dismissal from the program.
5. Criminal activities that could render a student unable to be licensed as a Social Worker may constitute grounds for academic dismissal from the program.
6. Students who pose a significant risk of harm to themselves or others are subject to academic dismissal from the program.
Student Grievance Policy and Procedures

The process of addressing grievances of academic matters concerning any aspect of the Social Work Program will be based upon the following:

1. Respect for all involved parties will be communicated throughout the process;
2. Complaints will be investigated in a manner that provides equal access and responsiveness to all parties;
3. Social Work Ethics and Values consistent with the NASW Code of Ethics will be upheld;
4. Resources outside the program or College may be suggested when appropriate;
5. This policy and procedure applies to management of grievances concerning academic and instructional matters that are within the Social Work Program;
6. Grievance matters outside the Social Work Program and that pertain to the College should be addressed with the College Office of Human Resource Services. Other information can be accessed from the College Catalog, Office of Student Affairs Section http://webdev.lcsc.edu/catalog/Page.aspx?pageID=61.

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

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

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

STUDENT PARTICIPATION

As the social work faculty value input from their students, there are a wide variety of opportunities to participate in the extracurricular activities as well as having a voice in the
policy and procedures and hiring of the Social Work Program. These opportunities include but are not limited to participation in course and instructor evaluation, and representation on faculty hiring committees, policy-making committees, the Social Work Advisory Board, and student organizations.

**Student Course Evaluations**

Course evaluations are a vehicle used to garner student opinions and feelings regarding course content and procedures as well as the classroom environment. Evaluations are completed by students attending Social Work classes once a semester. End of the semester evaluations are given by the College. These evaluations are reviewed by the course instructor and Director of the Social Work Program and the Social Science Division Chair. Students do not identify themselves on the evaluation form. The evaluations are seriously assessed and used in faculty evaluations and curriculum revisions.

**Student Participation in Policy-Making for the Social Work Program**

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

**ORGANIZATIONS**

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

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

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

**Eligibility**

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

**Advantages**

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

Opportunities

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

College Credit Option

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

Phi Alpha Social Work Honor Society

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

Eligibility

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

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

For more information contact one of the organization’s advisors; Darci Graves or Kateri Ray, or search the Social Work website.

National Association of Social Workers and the Idaho NASW Chapter

The National Association of Social Workers (NASW) is a national organization that supports high standards of social work practice with over 150,000 members from 56 chapters in the United States and abroad. The organization offers a number of benefits to its members including:

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

Students enrolled in an accredited program of social work are eligible to join NASW at a discounted rate and can purchase professional liability insurance while in their field placement. Applications are available in the Social Work office. If you are interested in learning more about NASW, you can contact them at www.socialworkers.org. The NASW website has additional information about the profession of Social Work and the roles social workers play in public policy decisions, advocacy, regulation of the profession and job announcement. The mailing address of NASW is:

National Association of Social Workers
750 First Street, NE Suite 700
Washington, DC 20002-4241

**THE SOCIAL WORK PROFESSION**

**Licensure**

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

An applicant is eligible to take the licensing exam three months prior to their expected graduation date of their Social Work Program; however, a license cannot be issued before official transcripts are received. Students should be aware that the examination and licensing process may take several weeks/months to complete. If you need a license application or information related to social work licensing or social work practice, please contact:

Idaho State Board of Social Work Examiners Bureau of Occupational Licenses
1109 Main Street, Suite 220
Boise, ID 83702-5642
swo@ibol.idaho.gov

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

According to the Occupational Outlook Handbook, 2010 Edition:
1. There are two main types of social workers: direct-service social workers, who help people solve and cope with problems in their everyday lives, and clinical social workers, who diagnose and treat mental, behavioral, and emotional issues.
2. Social workers work in a variety of settings, including mental health clinics, schools, hospitals, and private practices. They generally work full time and may need to work evenings and weekends.
3. A bachelor’s degree is required for most direct-service social work positions, but some positions and settings require a master’s degree. Clinical social workers must have a master’s degree. Licensure for social workers varies by state. Clinical social workers must be licensed.
4. In 2010, there were approximately 650,500 social work occupations across the nation.
5. Employment of social workers is expected to grow by 25 percent from 2010 to 2020, faster than the average for all occupations. Growth will be due to an increase in demand for health care and social services but will vary by specialty.
6. The median annual wage of social workers was $42,480 per year or $20.42 per hour in May 2010.

Social Work Occupation Facts According to Idaho Department of Labor, 2012:

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<th>COMMUNITY AND SOCIAL SERVICE OCCUPATIONS</th>
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