

DIVISION OF SOCIAL SCIENCE

SOCIAL WORK PROGRAM

STUDENT HANDBOOK



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Council on Social Work Education

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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 12 in Expedition Hall (208.792.2866)

A handwritten signature in cursive script, appearing to read 'LaChelle Rosenbaum', written in black ink.

LaChelle Rosenbaum, EdD, LMSW
Social Work Program Director

Lewis-Clark State College Social Work Program

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. In the fall of 2018 the Program expanded to include a Hybrid option.

Fully accredited by the Council on Social Work Education (CSWE), the program achieved candidacy for accreditation in 1992 and achieved full accreditation in 1996. Since 1992, the College's Social Work graduates have been eligible for advanced standing in Master's level (MSW) programs. Over 700 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, values, and cognitive and affective processes 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, including a curriculum that highlights a global perspective. 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. 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 social science research projects (often program evaluation or needs assessments) through our research sequence, which culminates in a public symposium. (Revised September 2019)

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);
- Enhancing students' critical thinking, affective reactions, and exercise of judgment (Cognitive & Affective Processes).

Program Purpose

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

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

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

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

Program Goal

The goal of the social work program is the education of competent social work practitioners at the micro, mezzo, and macro practice levels.

Program Objectives

Within the goal's 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 life-long learning.

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, senior "midpoint" and "exit" evaluations utilizing the Social Work Assessment of Competencies, capstone assignments, implicit curriculum survey, and Post-Graduation Plans Survey/Field Agency Evaluation. In addition to the annual program assessment required by LC State, the Program participates in a re-affirmation assessment process every eight years in order to remain accredited by the Council on Social Work Education.

Social Work Faculty and Staff

<http://www.lcsc.edu/social-sciences/faculty-staff/>

Social Work Curriculum

The Social Work Curriculum

The Social Work Program outcome objectives are operationalized in each sequence and each course taught in its curriculum. Core Competencies identified in the syllabus for each course specify what the student will learn. They are compatible with the College's mission statement and standards established by the Council on Social Work Education. The social work program at LC State is solidly based on the generalist planned change process model.

The Generalist Planned Change Process Model

Generalist practice is characterized by four principles:

1. Based on a foundation of knowledge, skills, values, and cognitive and affective processes which reflect the unique nature of the Social Work profession;
2. Oriented toward solving problems which build on the strengths accessed using the Person-In-Environment perspective of individuals, families/groups, structural environment, culture and history of the client;
3. Fosters an approach to analyzing bio-psychosocial situations at all levels of intervention involving micro, mezzo and macro systems; and
4. Uses a generalist approach method which is flexible in its application of generalist practice skills.

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, and termination.

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.

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 (2015) 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 guides students through integrating self-awareness and life-long learning in understanding the importance of diversity and difference.

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, families, organizations, 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, and terminating appropriately. 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 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

The Social Work Degree Plan can be found at <https://www.lcsc.edu/media/6650025/SW-Program-Plan.pdf>.

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, skills, and cognitive and affective processes into real world practice, the Program has designed and implemented an Integrated Senior Block Schedule.

Integrated Senior Block Schedule

The eight following senior courses have been blocked together to maximize an integrated experiential model. Courses in the Senior Block will be taken within the same academic school year in the sequence as listed below.

Fall Semester	Spring Semester
SW443: Macro Practice	SW480: Diversity Awareness in SW Practice
SW497A: Field Instruction I	SW497B: Field Instruction II
SW498A: Senior Seminar I	SW498B: Senior Seminar II
SW499A: Senior Research I	SW499B: Senior Research II

Minors

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

Advising

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

Social Work Courses

SW 140 (Lewiston) / SW 240 (Coeur d' Alene)-INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE. (3 CR.)

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

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 to 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.

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 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.

SW 361-CHILD WELFARE (3 CR.)

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

SW 386-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 292/392/492-SPECIAL TOPIC IN SOCIAL WORK (VARIABLE CR.)

Examples of topics in these electives include but are not limited to: mental health, diversity, disabilities, ethics, law, gerontology, family violence, grief and loss, trauma and resiliency, self-care, leadership, 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.

SW 497A-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 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. 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 & 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. Pre-requisite: SW 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.

Non-LC State Social Work Credits

Transfer 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 “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 Programs – 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 LC State, 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 not accepted for Core Social Work Courses may be used as elective credit.
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, skills, and cognitive and affective processes students need to become a competent social worker. The sequence and integration of ethical and professional behavior, engaging diversity and difference in practice, advancing human rights and social, economic, and environmental justice, engaging in and enhancing research and policy, and engaging, assessing, intervening, and evaluating practice with individuals, families, groups, organizations, and communities that are woven throughout the LC State’s 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. The Social Work Program accepts 300 level or higher social science, or related field, 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.

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.

Concurrent practice field placements and senior seminar groups give the student the opportunity to apply conceptual and 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 major. The manual is located on the LC State Social Work website, <http://www.lcsc.edu/social-sciences/programs/social-work/field-education/>,

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.

Grading Policies and Procedures

Grading Policy for Face-to-Face Course Absences

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.

Grading Policy for Hybrid Course Intensive Absences

Students are expected to attend all scheduled hybrid intensives. Those students unable to attend an intensive are responsible for all work and class material. Missing one intensive will result in the reduction of your final grade by 1 (one) letter grade. Missing two intensives will result in a grade reduction of 2 (two) letter grades and will most likely result in not passing the course. This policy applies to the Hybrid Program Option's intensive sections of SW241, SW341, SW342, SW443, SW480, SW498A/B and any elective that is offered as a hybrid intensive course. 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, LC State provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. Student seeking reasonable accommodations should contact Student Counseling Center/Disability Services by phone at 208.792.2211 for Lewiston/Hybrid students and in Coeur d' Alene by phone at 208.666.6707 for CDA students. 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 **OCTOBER 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, low Professional Behavior Rubric scores, 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 receive a letter and/or meet with faculty to clarify the reason(s) for the provisional status and to develop a plan for improvement if needed.

The plan will be monitored and reviewed until the student meets criteria for acceptance.

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 may 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 may 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:

Go to: <https://www.lcsc.edu/social-sciences/programs/social-work/> and select Program Location. From the Program Location: Lewiston, CDA, or Hybrid page review and select the documents under: Program Application Documents. Program Application includes the following instructions and documents that make up the Program Application Packet:

1. Complete Program Application
 - a. Personal Information Form
 - b. Educational History
 - c. Volunteer and/or Paid Experience in Human Services
 - d. Statements of Understanding
2. Complete Supplemental Requirements
 - a. Personal Statement
 - b. Rubric for Professional Behavior
 - c. Professional References

Completed Applications

Completed Program Applications should be submitted to the socialwork@lcsc.edu 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.

Formal Admission to the Social Work Field Education

Admission to the Social Work Field Education requires that students' acceptance/provisional acceptance into the Social Work Program. Students' applications for Field Education are due **December 1st**. Students cannot begin searching for field placements prior to admissions into Field Education. Following admission, social work students may participate in Field Fairs, interviewing at agencies, and selecting field placements.

To Apply:

Go to: <https://www.lcsc.edu/social-sciences/programs/social-work/> and select Program Location. From the Program Location: Lewiston, CDA, or Hybrid page review and select the documents under: Field Application Documents. Program Application includes the following instructions and documents that make up the Program Application Packet:

1. Complete Field Application
 - a. Personal Information
 - b. Castlebranch Instructions
 - c. Required Medical Documentation
 - d. Field Fair
 - e. Authorization to Release Information
 - f. Certification
2. Medical Documentation

Medical Documentation

Students applying to the Social Work Field Education are required to provide medical documentation demonstrating immunization against mumps, measles, rubella, varicella (chickenpox) and tuberculosis. Students can fulfill this requirement by providing medical documentation of vaccination against those conditions, or by providing medical documentation establishing immunity from those conditions. The required immunization documentation must be uploaded to the online CastleBranch tracking system and approved by Castlebranch prior to application to Field Education.

Immunization documentation may be released to outside agencies by request of the student.

Completed Applications

Completed Field Education Applications should be submitted to the socialwork@lcsc.edu prior to deadlines listed in the application packet.

Each application will be reviewed for completion. Once complete, the student will have permission to seek out field placements with guidance from their Field Liaison.

Admission Denial Appeal Process

Any student who is denied admission into the Social Work Program and/or Field Education 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 or via video, 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 to 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.

Intervention and Termination Policies

Commitment to Graduating Competent and Professional Social Workers

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 introductory social work classes through his or her Field Placement.

Grounds for Academic Intervention/Termination

Any student whose class or academic performance makes his or her continuance in the program inadvisable may be counseled out of the program. Such student will be apprised of such deficiencies and given recommendations for improvements through the Academic/Professional Performance Intervention Process before being counseled out of the social work program. Such academic performances may include, but are not limited to:

1. Failure to pass (earn a B- or better) one or more social work practice courses after two attempts. Practice courses include SW140; SW241; SW341; SW342; SW443; SW480; and SW498A/B.
2. Academic dishonesty, which is defined by Student Affairs' Student Code of Conduct and includes: cheating, plagiarism, fabrication, and collusion facilitating academic dishonesty.
3. Two or more components of the Rubric for Assessing Academic and Professional Behavior's academic areas are scored a "1" or "2" and have not improved with agreed upon intervention and timeline. Academic areas include components 1-2, 8- 10, 12, and 16.

Grounds for Professional Behavior Intervention/Termination

Professional behavior, especially in practice settings, is a program requirement not separate from the educational component of the program. Any student whose professional performance makes his or her continuance in the program inadvisable may be counseled out of the program. Such student will be apprised of such deficiencies and given recommendations for improvements through the Academic/Professional Performance Intervention Process before being counseled out of the social work program. Unprofessional behavior may include, but is not limited to:

1. Violating the NASW Code of Ethics.
2. Consumption, influence or possession of alcohol or other drugs in class or in field placement.
3. Criminal activities, while in the Social Work Program, that could render a student unable to be licensed as a Social Worker.
4. Two or more components of the Rubric for Assessing Academic and Professional Behavior's professional behavior areas are scored a "1" or "2" and have not

improved with agreed upon intervention and timeline. Professional behavior areas include components 3-7 and 11-15.

Academic/Professional Performance Intervention Process

The Social Work Program is dedicated to identifying academic and/or professional behavior concerns early through use of classroom observation and/or Professional Behaviors Rubric.

When a concern is raised:

1. Faculty may try to work independently with the student to assist in academic/professional behavior change.
2. Faculty may identify the student concerns (academic and/or professional behavior) in a Social Work Program Meeting and collaborate with other faculty in brainstorming proactive interventions. An Academic/Professional Behavior (APB) Committee for the student is established.
3. If substantial concern is raised, all faculty who interact or currently teach the student in question complete Academic/Professional Behavior Rubric. A member of the APB Committee averages the results for each section.
 - a. Any components of the Academic/Professional Behavior Rubric that score less than a "3 = standard" may need intervention in that area. Those components with sub-standard scores are identified by a member of the APB Committee and shared with the rest of the APB Committee.
4. The APB Committee will invite the student into a meeting to discuss concerns (identified in the Academic/Professional Behavior Rubric) and plan interventions. One faculty will be selected to monitor student progress.

Termination from Social Work Program (Counseling Out)

If insufficient progress is made during the Academic/Professional Performance Intervention Process the Academic/Professional Behavior (APB) Committee, in guidance by the Program, may counsel the student out of the Social Work Program into another viable program to ensure the student is able to progress in higher education besides social work.

The Social Work Program shall not discriminate against students when taking action to remove them from the program or extend their time in the program.

Student Grievance Policy and Procedures

The Social Work Program faculty members will handle all grievances in accordance with the NASW Code of Ethics.

The Social Work Program follows the LCSC Student Grievances policy:

<https://www.lcsc.edu/student-affairs/student-grievance/>,

A student who wish to submit a formal complaint/grievance should go through the appropriate channels.

1. First the student should talk with the person with whom the student has a grievance in an attempt to resolve the issue.

2. If the attempts at resolution described in #1 are unsuccessful, the student should then contact the Social Work Program Director and/or the Social Sciences Division Chair.
3. If the student remains unsatisfied, the next step would be to contact the Student Affairs Office.

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 student course evaluations, representation on faculty hiring committees, policy-making committees, the Social Work Advisory Board, and student organizations.

Student Course Evaluations

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

Student 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 College administration for hiring.

Student Organizations

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

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

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

Eligibility

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

Advantages

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

Opportunities

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

Phi Alpha Social Work Honor Society

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

Eligibility

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

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

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

National Association of Social Workers and the Idaho NASW Chapter

The National Association of Social Workers (NASW) is a national organization that supports high standards of social work practice with over 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 (2020):

Social Workers help people solve and cope with problems in their everyday lives. Clinical social workers also diagnose and treat mental, behavioral, and emotional issues.

Social workers work in a variety of settings, including mental health clinics, schools, hospitals, and private practices. Although most social workers work in an office, they may spend time visiting clients. School social workers may be assigned to multiple schools and travel around the school district to see students. Understaffing and large caseloads may cause the work to be stressful. The majority of social workers work full time. They

sometimes work evenings, weekends, and holidays to see clients or attend meetings, and they may be on call.

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.

In 2018, there were approximately 707,400 social work occupations across the nation.

Employment of social workers is expected to grow by 11% percent from 2018 to 2028, faster than the average for all occupations. Growth may be due to an increase in demand for health care and social services but will vary by specialty.

The median annual wage of social workers was \$50,470 per year or \$24.26 per hour in 2019.