

# **DIVISION OF SOCIAL SCIENCE 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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**W**elcome 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.

The social work program office can be reached by phone at 208-792-2866, by email at [socialwork@lcsc.edu](mailto:socialwork@lcsc.edu) or on the Lewiston campus in room 17 within Expedition Hall. The Coeur d' Alene campus is located at DeArmond Building, 901 W River Ave, CDA, ID 83814 and can be reached by phone at 208-292-1378.

We look forward to working with you reach your career goals.

Sincerely,



LaChelle Rosenbaum, EdD, LMSW  
Social Work Program Director

## Lewis-Clark State College Social Work Program: Who We Are

### **Brief History of our Social Work Program**

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 900 individuals have graduated from the program since its inception in 1991.

### **Program's Mission Statement**

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

- Provide competent services to promote social, racial, economic, and environmental justice and
- advocate for the creation of conditions that facilitate human rights to promote human thriving, community well-being, and enhance the quality of life for all persons, locally and globally.
- Acknowledge and respect the importance of human relationships across diverse populations and to value the dignity and worth of each person.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Adopted FY25)

## 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 affirming and respecting all dimensions of diversity as understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

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, school districts, chemical dependency treatment programs, support groups, research programs, community activism, and crisis centers.

### **Program Core Competencies (EPAS 2022)**

Students completing the Social Work Major will be able to demonstrate knowledge, values, skills, and cognitive and affective processes related to the following.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage diversity and difference in practice.
4. Engage anti-racism, diversity, equity, and inclusion in practice.
5. Engage in practice-informed research and research-informed practice.
6. Engage in policy practice.
7. Engage with individuals, families, groups, organizations, and communities.
8. Assess individuals, families, groups, organizations, and communities.
9. Intervene with individuals, families, groups, organizations, and communities.
10. Evaluate practice with individuals, families, groups, organizations, and communities.

### **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 Education “midpoint” and “exit” evaluations through use of the Social Work Assessment of Competencies, and Capstone assignments. 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**

Meet our dedicated [Social Work Faculty and Staff](#) on our website.

### **The Social Work Curriculum**

The Social Work curriculum at Lewis-Clark State College consists of 18 required sequenced courses. The Lewiston and CDA Programs offer most courses face-to-face with a few online, and the Hybrid/Online Program offers the courses either online or through hybrid format (includes virtual remote, and Microsoft Teams weekend intensives). The program also requires students to take five program electives that include three Social Work electives from social work faculty and two upper division (300 or 400 level) social science electives.

The Program asserts that the required social work courses and five electives sufficiently prepare students for ethical and competent Social Work practice, and both introduce and continuously reinforce the knowledge, skills, values, and cognitive and affective processes needed for competent Social Work practice. With this level of exposure to a Social Work perspective through multiple delivery methods, the Program seeks to reduce and eliminate potential and observed gaps in student learning.

### **Generalist Practice Definition:**

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The

generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice” (EP 3.1, 2022 EPAS).

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 individuals, families, groups, organizations, and organization. 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.

### **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 .....	9 credits
Behavioral Science Electives (300-400 level).....	6 credits

- Justice Studies
- Chemical Dependency
- Political Science
- Psychology
- Social Sciences
- Social Work
- Sociology
- Anthropology
- History

The student is encouraged to work with his or her academic advisor to develop electives according to the student’s 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 are highly encouraged to be taken within the same academic school year in the sequence as listed below.

#### **Fall Semester**

SW480: Diversity Awareness in SW Practice

SW483: Field Education I

SW485: Field Seminar I

SW487: SW Research Proposal

#### **Spring Semester**

SW443: SW Practice with Organizations & Communities

SW484: Field Education II

SW486: Field Seminar II

SW488: SW Statistical Analysis

### **Practice Courses Grading Policy**

Students must earn an 80% (B-) or better in each of the following Social Work practice courses: SW140: Introduction to Social Work; SW241: Social Work Practice Foundations; SW341: Social Work Practice with Individuals; SW342: Social Work Practice with Groups; SW343: Social Work Practice with Families; SW443: Social Work Practice with Organizations and Communities; SW480: Diversity Awareness in Social Work Practice; SW485: Field Seminar I; and SW486: Field Seminar II.

### **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.

### **Academic and Professional Advising Policy**

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 Course Descriptions**

To explore the many required and elective social work courses available, please see the updated [LC General Catalog](#).

## Social Work Program Plan

STUDENT NAME

STUDENT ID NUMBER

BACHELOR OF SOCIAL WORKS  
Program Plan 2024-2025

COURSE	NO	TITLE	CRED	REQ	COMP	NEED
WRITTEN COMMUNICATION (PART OF CORE)	6	ENGL 101	Writing and Rhetoric I	3		
ENGL 102	Writing and Rhetoric II	3				
ENGL 109	College Writing and Research	6				
ORAL COMMUNICATION (PART OF CORE)	3	COMM 101	Fundamentals of Oral Comm	3		
COMM 203	Small Group Communication	3				
COMM 204	Public Speaking	3				
MATHEMATICAL WAYS OF KNOWING (Choose One): (PART OF CORE)	3-5	MATH 123	Math in Modern Society	3		
MATH 130	Finite Mathematics	4				
MATH 143	College Algebra	3				
MATH 147	College Algebra & Trigonometry	5				
MATH 153	Statistical Reasoning	3				
MATH 170	Calculus I	4				
MATH 253	Statistical Methods/Science	3				
MATH 257	Math for Elem Teachers II	3				
MTHT 130	Finite Mathematics	4				
MTHT 137	Math for Technology	4				
MTHT 153	Statistical Reasoning	3				
HUMANISTIC WAYS OF KNOWING (PART OF CORE)	3	ENGL 175	Literature and Ideas	3		
ENGL 257	World Classics	3				
ENGL 260	Native American Literature	3				
ENGL 258	International Literature*	3				
ENGL 261	Mythologies	3				
ARTS		ART 100	Introduction to Art	3		
HUM 101	The Art & History of Motion Picture	3				
HUM 150	Introduction to the Arts	3				
MUS 101	Survey of Music	3				
MUS 102	Music in America	3				
MUS 150	World Music	3				
MUS 151	History of Musical Theater	3				
THEA 101	Survey of the Theater	3				
LANGUAGE		NP 101	Nez Perce Language and Culture	4		
NP 102	Nez Perce Language and History	4				
SPAN 101	Elementary Spanish I*	4				
SPAN 102	Elementary Spanish II*	4				
SCIENTIFIC WAYS OF KNOWING (PART OF CORE)	7	Take one course from two disciplines. One must be a lab. 7-8 credits required				
BIOF 100	Introduction to Bioinformatics	3				
BIOL 100	Concepts of Biology	4				
BIOL 120	Plants & People	4				
BIOL 123	Biology in Film	3				
BIOL 175	Human Biology	4				
BIOL 227	Human Anatomy & Physiology I	4				
CHEM 100	Concepts of Chemistry	4				
CHEM 105	General, Organic & Biochemistry	4				
CHEM 111	General Chemistry I	4				
CS 108	Intro to Computer Science	4				
FSCI 101	Intro to Forensic Science	4				
GEOG 101	Physical Geology	4				
GEOG 120	Introduction to Earth Systems	4				
GIS 271	Intro to Geographic Info Systems	4				
ID 240	Integrated Science II	4				
NS 140	Integrated Science II	4				
NS 150	Intro to Natural Science	3				
NS 174	Natural Science for Elementary Edu	4				
PHYS 111	General Physics OR 112	4				
PHYS 171	Physical Science for Elem Education	4				
PHYS 205	Descriptive Astronomy	4				
PHYS 211	Engineering Physics I	5				
SOCIAL & BEHAVIORAL WAYS OF KNOWING (PART OF CORE)	3	Take one course from two disciplines. 6 credits required.				
PSYC 101	Introduction to General Psyc	3				
ANTH 102	Cultural Anthropology*	3				
ANTH 120	World Prehistory*	3				
ANTH 170	Introduction to Native American Studies*	3				
ECON 201	Principles & Theories of Macroeconomics	3				
ECON 202	Principles & Theories of Microeconomics	3				
GEOG 102	Introduction to Geography*	3				
HIST 101	World History I*	3				
HIST 102	World History II*	3				
HIST 111	United States History I*	3				
HIST 112	United States History II*	3				
HRPT/SS 184	Diversity in Organizations*	3				
HRPT/SS 185	Human Relations in Organizations	3				
POLS 101	American National Government	3				
POLS 237	International Politics	3				
POLS 285	Comparative Government*	3				
PSYC 205	Lifespan Developmental Psyc	3				
SOC 101	Introduction to Sociology *	3				
SOC 102	Social Problems	3				
GENERAL ELECTIVES (PART OF CORE)	14					
TOTAL GENERAL ELECTIVES						

COURSE	NO	TITLE	CRED	REQ	COMP	NEED
DIVERSITY (PART OF CORE)	3	* Asterisked courses on this Core sheet may be taken as a Diversity Option				
ANTH 360	Race and Ethnicity	3				
COMM 345	Communications & Diversity	3				
ENGL 474	Native American Written Literature	3				
KIN 220	Socio-Cultural Aspects of Sport	3				
SPAN 101	Elementary Spanish I*	4				
SPAN 102	Elementary Spanish II*	4				
SPAN 201	Intermediate Spanish I	4				
SPAN 202	Intermediate Spanish II	4				
NP 101	Elementary Nez Perce Language I*	4				
NP 102	Elementary Nez Perce Language II*	4				
SS 184	Diversity in Organizations					
INTEGRATIVE SEMINAR: ETHICS & VALUES	3	Take one Ethics/Values Course				
ID 300	Integrative Seminar in Ethics & Values					
A	Animals & Society					
B	Art & Camsonship					
C	Ethics and Identity*					
D	Ethics & Ecology					
E	Ethics & Technology					
F	Gender & Culture					
G	Health Integrative Seminar					
H	Law & Society					
I	Propaganda					
J	Terrorism in the Contemporary Era					
K	Values & Sports					
L	Vietnam					
M	Vulnerable Populations					
N	Wilderness					
O	Women in the Twentieth Century					
P	Diseases & Society					
Q	Economics of Good & Evil					
R	Leadership & Ethics					
S	Northwest Culture, History & Literature					
ID 301A	Hells Canyon Institute					
ID 301	Integrative Seminar in Ethics & Values: Experiential Learning					
TOTAL CREDITS	37-39					
COURSE	NO	TITLE	CRED	REQ	COMP	NEED
PROGRAM REQUIREMENTS	3	SW 140	Intro Social Work (240 -CDA)			
SW 241	Social Work Practice Foundations	3				
SW 321	Human Behavior in Social Emvr I	3				
SW 322	Human Behavior in Social Emvr II	3				
SW 340	Social Work Policy	3				
SW 341	Social Work Practice with Individuals	3				
SW 342	Social Work Practice with Groups	3				
SW 343	Social Work Practice with Families	3				
SW 355	Self-Care in Social Work	3				
SW 386	Foundations of Social Work Research	3				
SW 443	SW Practice with Org. & Comm.	3				
SW 480	Diversity Awareness in SW Practice	3				
SW 483	Field Education I	4				
SW 484	Field Education II	4				
SW 485	Field Seminar I	2				
SW 486	Field Seminar II	2				
SW 487	Social Work Research Proposal	3				
SW 488	Social Work Statistical Analysis	3				
TOTAL	54					
PROGRAM ELECTIVES (300-400)	3	Select 3 Social Work 300/400 and 2 Social/Behavioral Science 300/400 Level Courses				
Social Work 300/400						
Social Work 300/400						
Social Work 300/400						
Social/Behavioral Science 300/400						
Social/Behavioral Science 300/400						
TOTAL	15					
SUMMARY	37	GENERAL EDUCATION				
PROGRAM REQUIREMENTS						
PROGRAM ELECTIVES						
GENERAL ELECTIVES						
TOTAL CREDITS:	120					

COURSE	NO	TITLE	REQ
<b>PROGRAM REQUIREMENTS</b>			
SW	140	Intro Social Work (240 -CDA)	3
SW	241	Social Work Practice Foundations	3
SW	321	Human Behavior in Social Envir I	3
SW	322	Human Behavior in Social Envir II	3
SW	340	Social Work Policy	3
SW	341	Social Work Practice with Individuals	3
SW	342	Social Work Practice with Groups	3
SW	343	Social Work Practice with Families	3
SW	355	Self-Care in Social Work	3
SW	386	Foundations of Social Work Research	3
SW	443	SW Practice with Org. & Comm.	3
SW	480	Diversity Awareness in SW Practice	3
SW	483	Field Education I	4
SW	484	Field Education II	4
SW	485	Field Seminar I	2
SW	486	Field Seminar II	2
SW	487	Social Work Research Proposal	3
SW	488	Social Work Statistical Analysis	3
Total			54
<b>PROGRAM ELECTIVES (300-400)</b>			
Select 3 Social Work 300/400 and 2 Social/Behavioral Science 300/400 Level Courses			
Social Work 300/400			3
Social Work 300/400			3
Social Work 300/400			3
Social/Behavioral Science 300/400			3
Social/Behavioral Science 300/400			3
Total			15
<b>SUMMARY</b>			
GENERAL EDUCATION			37
PROGRAM REQUIREMENTS			54
PROGRAM ELECTIVES			15
GENERAL ELECTIVES			14
Total			120

#### Updated FA24

Students must earn a B- or better in all social work practice courses (140/240, 241, 341, 342, 343, 443, 480, 485, 486) and a C or better in remaining required social work program courses, including social work electives. Students must also maintain a 2.7 GPA in all Social Work courses and earn a minimum cumulative GPA of 2.5 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 for improvement prior to dismissal.
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.

### **Professional Classroom Expectations Policy**

\*Definition of Classroom: Face-to-Face Classes, Microsoft Team Sessions, Weekend Intensives, Discussion Boards, and/or Meetings (with Peers and/or Instructors)

Professional Social Workers are expected to be *on time, prepared, present, and engaged* when working with clients.

Therefore, as developing professional Social Workers, you are expected to practice being *on time, prepared, present, and engaged* when enrolled in your classes (see definition) and attending your internship.

These behaviors will be continuously assessed through use of the Rubric for Assessing Academic and Professional Behaviors and will significantly impact your academic and professional outcomes, and preparation for a career in Social Work.

*Developed in August 2022 to replace Attendance Policy*

### **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 Accessibility Services, in the Library Building Room 161 or phone 208-792-2277 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 Accessibility 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.

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/Field

### **Timeline for Applying to the Social Work Program/Field**

Students may apply for admission to the Social Work Program/Field when:

1. The student has completed 30 credits of the General Ed Core including Math (120's level or higher) and English 101.
  - a. Provisional acceptance will be given to those concurrently enrolled in Core Math (120's level or higher) or English.
2. The student has completed SW140: Introduction to Social Work and SW241: Social Work Practice Foundations with a B- or better in both courses. Provisional acceptance may be given to those concurrently enrolled in SW140 and/or 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.

All applications are due **OCTOBER 1<sup>st</sup>**. Students cannot register for SW443 (Practice with Org. & Comm.), SW480 (Diversity Awareness), SW483/484 (Field Education I/II), SW485/486 (Field Seminar I/II), or SW487/488 (SW Research Proposal/Social Work Statistical Analysis) 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 or English may apply to the social work program, but may be accepted on a provisional status. Students admitted on a provisional status will receive additional instructions in their Provisional Acceptance letter on actionable items to move to full acceptance. The actionable items will be monitored and reviewed on a ongoing basis until it has been completed.

### **Application Requirements and Instructions:**

The application instructions, forms, and submissions are located in a Canvas course. Students will be invited to the course a year and a half prior to entering their Field Education Experience with the Program. If you believe that you should be enrolled in this course, but are not, please contact the Program.

To view the application components prior to enrollment in the Program Application Canvas Course, please go to the Social Work Website and select the program option you are currently enrolled in (Lewiston, Coeur d'Alene, Hybrid). This will take you to the components for review.

### **Application Requirements**

1. Personal Statement

2. Submit two (2) Rubrics for Assessing Academic and Professional Behaviors from your SW241 Professor and one Social Work Professor of your choice (the rubric is provided in the application packet)
3. The applicant must submit three (3) Professional Reference Forms (provided in the application packet via Google Form) that evaluate and document the applicant's potential for success in social work education and practice. One reference must come from an individual who supervised the student's 40 hours of work as an employee or volunteer in a human services agency
4. Personal Information Form
5. Educational History Survey
6. Volunteer &/or Paid Experience in Human Service
7. Medical Documentation Statement of Understanding
8. Criminal History Statement of Understanding
9. Student Handbook Statement of Understanding
10. NASW Code of Ethics Statement of Understanding
11. Certification

### **Application Evaluation Process**

All requirements of the Social Work Program/Field Application should be submitted by the student, within the Application Canvas course by **October 1st**.

The Social Work faculty will then evaluate each requirement and submit a score. The scores inform the faculty which components of the application are complete and to what degree. The faculty utilize rubrics to evaluate application requirements.

Each application will be evaluated by a minimum of two faculty members. Applicants who meet all requirements moved forward for acceptance. Applicants who fail to meet one or more requirements are discussed at the next Social Work Faculty Meeting to determine next steps. These steps may include (1) accept the application as is, (2) interview the applicant, (3) deny admission, or (4) give provisional acceptance with actionable steps to move towards full acceptance. Decisions will be final and made by a majority vote. Students denied admission will not be allowed to register for SW443 (Practice with Org. & Comm.), SW480 (Diversity Awareness), SW483/484 (Field Education I/II), SW485/486 (Field Seminar I/II), or SW487/488 (SW Research Proposal/Social Work Statistical Analysis). Each student will be notified of the Program/Field's Admission Decision in an official LC letter, attached and emailed to the student's LC email address prior to the start of the next semester. Additional instructions for Applicants who did not receive full acceptance will be articulated in the letter.

### **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/her/themselves 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 Microsoft Teams upon student request. If the appellate is unable or unwilling to participate in the hearing in person or via Microsoft Teams, 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.

### **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

## Evaluating Academic and Professional Performance

### **Evaluating Academic and Professional Performance**

The Social Work Program is dedicated to ensuring that each student rises to their fullest potential, both academically and professionally. Therefore, to provide consistency regarding academic and professional expectations across the duration of a student's enrollment, the Program utilizes the Rubric for Assessing Academic and Professional Behaviors for all evaluation purposes, during admissions and for ongoing assessment.

The Rubric for Assessing Academic and Professional Behaviors is an assessment tool that examines 16 behaviors: three (3) academic behaviors, nine (9) professional behaviors, and four (4) combined academic and professional behaviors. Each behavior has varied language for each scale, describing levels of performance ranging from (1) unacceptable to (4) outstanding with a total score for 64.

#### *Academic Behaviors*

The seven (7) academic behaviors that are included within the Rubric for Assessing Academic and Professional Behaviors include:

- Academic Presence (#1)
- Reliability (#2)
- Written Expression (#9)
- Initiative & Reliability (#10)
- Responsiveness to Feedback (#11)
- Compliance with Academic and Professional Requirements (#12)
- Conceptual Understanding (#16)

#### *Professional Behaviors*

The thirteen (13) professional behaviors that are included within the Rubric for Assessing Academic and Professional Behaviors include:

- Reliability (#2)
- Communication (#3)
- Respect (#4)
- Self-Awareness (#5)
- Diversity Awareness (#6)
- Collegiality (#7)
- Oral Expression (#8)
- Initiative & Reliability (#10)
- Responsiveness to Feedback (#11)

- Compliance with Academic and Professional Requirements (#12)
- Compliance with NASW Code of Ethics (#13)
- Responsiveness to Communication (#14)
- Professional Appearance (#15)

### **Academic and Professional Performance Grievance**

#### *Assessment*

If there is a concern about a student's academic and/or professional performance, current faculty members who are teaching and advising that student each fill out a Rubric for Assessing Academic and Professional Behaviors based on the student's current performance and submit to them confidentially to the Program Director. The Program Director then aggregates the scores for each behavior. If the aggregate rubric indicates that there are multiple behaviors that have fallen into the (1) Unacceptable or (2) Needs Improvement level, then an Academic/Professional Behavior Committee is established.

The Academic/Professional Behavior Committee includes the faculty who brought up the concern, another social work faculty member, and the Program Director. The committee reviews the aggregate rubric, listens to the faculty member's concerns and determines whether the student should be invited to meet with the Academic/Professional Behavior Committee for an Intervention Meeting. If the student is invited to attend an Intervention Meeting, the student receives the aggregate rubric and instructions on when, where, and with whom the meeting will take place in their LC State email.

#### *Planning*

The Intervention Meeting will utilize a strengths perspective and solution-focused approach to plan with the student for change. Academic and/or professional actionable steps and completion timeline will be developed by and with the student to assist the student in meeting the academic and professional behavior expectations set by the Social Work Program.

#### *Intervention*

The academic and/or professional actionable steps and completion timeline instructions will be included on a LC State Letterhead along with a statement that the student has been moved to provisional acceptance (if was previously accepted) and/or noted within their Social Work file that they are currently on an Academic and/or Professional Behavior Plan Status (has not yet gone through application process). One faculty member will monitor the intervention and meet regularly with the student to assist as needed.

#### *Evaluation*

Once the timeline has ended, the Academic/Professional Behavior Committee will meet with the student to hear a progress report from the student and the monitoring faculty member. After the Evaluation Meeting, the Academic/Professional Behavior Committee will then determine which criteria and result should be initiated.

<b>Evaluation Meeting Criteria</b>	<b>Evaluation Meeting Result</b>
Student met academic and/or professional actionable steps	Restore student to full acceptance and/or remove Behavior Plan status from file
Student is making progress towards academic and/or professional actionable steps	Recommended the student receive an extension to complete academic and/or professional actionable steps
Student failed to make any progress towards academic and/or professional actionable steps	Terminate the student from the Social Work Program and counsel into another field of study

### **Termination Based on Academic and/or Professional Performance**

If the Academic/Professional Behavior Committee votes to terminate the student from the Social Work Program, based on the Evaluation Meeting Criteria, then the student will be counseled into another field of study and/or terminated from the Social Work Program. A formal letter, written on LC State letterhead will be sent via email and/or the post, informing the student that their acceptance to the Social Work Program has been terminated. The letter will include the date the termination takes effect, resources for seeking a new career path, and a date in which the applicant may reapply (if appropriate).

### **Field Education Process**

Field Education is a significant part of preparation for professional practice. The Field 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 Field Education Experience to ensure a comprehensive practice experience over two consecutive semesters. All students eligible for Field Education will need to complete all components of the Field Process that is located in a Canvas Course. This Field Process course includes three modules to assist students: (1) Prepare for Field, (2) Secure an Internship, and (3) Participate in Internship.

Concurrent practice courses and Field Seminar courses will allow each student the opportunity to apply conceptual and theoretical knowledge to Field Education, to share knowledge of social work roles and functions, and to explore problem-solving with other students. In practice courses, field seminar courses, and in the field placements the student is expected to integrate and apply social work theoretical concepts as well as knowledge, skills, values, and cognitive and affective processes in working directly with clients. This begins with the integration of knowledge from beginning social work courses and culminates with the integration of field experience and senior practice courses.

### **Field Education Placement Process and Scheduling**

Assignment of students to field agencies is a cooperative process directly involving the student, Field Director, Field Liaisons, and the agency. Details of the field education placement process; the 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 Field Instruction Manual is located on the LC State Social Work website and within the Field Education Process Canvas Course.

Students are expected to complete 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.

### **LC State Versus Agency Policies**

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.

### **Medical Documentation:**

The Social Work Program no longer requires students to submit medical documentation prior to entry into Field Education. However, students are strongly encouraged to be up to date on the following vaccinations: Measles, Mumps, and Rubella (MMR), Meningococcal, Tetanus, Diphtheria, and Pertussis (Tdap), Hepatitis B, Varicella (Chickenpox), and COVID-19.

Students should also be aware that some Field Education internship sites may require additional medical documentation. This may include, but is not limited to, proof of tuberculosis (TB) testing and evidence of current health insurance coverage.

It is the student's responsibility to ensure they meet the medical documentation requirements of their selected internship site. The Social Work Program does not monitor or enforce agency-specific health requirements. Students who are unable to provide required documentation to their internship agency may experience delays in starting their internship hours or may have limited placement options, including the potential inability to secure a placement at their preferred site.

Students are advised to proactively consult with prospective internship agencies to understand and prepare for any medical documentation expectations well in advance of placement.

## Transfer/Life Experience Credit Policies

### **LC State Transfer Credit Policy**

According to the LC State Transfer Student Information document, “the Idaho State Board of Education [and LC State] recognizes the eligibility for transfer of credits from any institution whose regional or national accrediting agency is recognized by the USDE and CHEA. LC State evaluates those credits to determine appropriate equivalencies. Vocational courses or remedial courses are not accepted for academic credit.

### **Social Work Program Policy**

The Social Work Program has authority to determine what transfer credits are determined equivalent to LC Social Work core and elective courses. Below is a table that outlines the various options depending upon where the course is being transferred from (CSWE Accredited, Non-Accredited, or Non-Social Work). The following criteria determine equivalency:

- The content must be similar;
- The credit value must be similar;
- Practice courses must be taught by instructors who have earned an MSW and have two or more years of practice experience;
- Students must earn a B- or better in transfer practice courses;
- Students must earn a C or better in elective or transfer non-practice courses;
- Field and Seminar transfer courses are not permitted.

<b>Transfer Credit</b>	<b>CSWE-Accredited Social Work</b>	<b>Non-Accredited Social Work</b>	<b>Non-Social Work</b>
<b>Approved by</b>	Social Work Faculty	Social Work Program Director	Social Work Program Director
<b>Content</b>	Review Catalog Description	Review Syllabus	Review Syllabus
<b>Credit Value</b>	Must be Similar	Must be Similar	Must be Similar & From Related Field
<b>Instructor Credentials (MSW + 2 years practice experience)</b>	Not Checked	Checked for 300+ Level Practice Courses	Checked for Non-Practice Courses
<b>Social Work Electives</b>	Earn C or Better	Earn C or Better	Earn C or Better
<b>Non-Practice Courses</b>	Earn C or Better	Earn C or Better	Earn C or Better
<b>100-200 Level Practice Courses</b>	Earn B- or Better	Earn B- or Better	Earn B- or Better
<b>300+ Level Practice Courses</b>	Earn B- or Better	Additional Permission by 2 More Faculty	Not Permitted
<b>Field/Seminar</b>	Not Permitted	Not Permitted	Not Permitted

The 54 social work program credits and nine (9) 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 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 practice courses.

### **Social Work Course Credit for Life/Work Experience Policy**

In accordance with accreditation standards established by the Council on Social Work Education, testing-out of required social work core courses is not permitted. Students will not be granted academic credit or course waivers for either required core social work classes or field education/field seminar based on life or previous work experiences.

## **Grievances/Dismissal from Program**

### **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: Social Work Program 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**

Any student whose class or academic 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. 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; SW343; SW443; SW480; SW485; and SW486.
2. Substantial limitation of conceptual understanding demonstrated in two or more courses.
3. Academic dishonesty which is defined by Student Affairs' Student Code of Conduct includes: cheating, plagiarism, fabrication, and collusion facilitating academic dishonesty.

### **Grounds for Professional Behavior Dismissals**

Professional behavior, especially in practice settings, is a program requirement not separate from the educational component of the program. Unprofessional behavior may include, but is not limited to:

Violating the NASW Code of Ethics.

- Consumption, influence or possession of alcohol or other drugs in class or in field placement.
- Criminal activities, while in the Social Work Program, that could render a student unable to be licensed as a Social Worker.
- Students who pose a significant risk of harm to themselves or others.

### **Student Grievance Policy and Procedures**

The process of addressing grievances of academic or professional behavior matters that are solely within 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 consulted when appropriate;

Grievances outside the Social Work Program that pertain to the College should be addressed with the Student Affairs Office. Details can be accessed from LC's Student Code of Conduct and their Disciplinary Procedures.

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 field 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 and submit to the Social Work Program Director. Anonymous grievances will not be addressed.  
Include in the document:
  - a. The names of all parties involved
  - b. Describe the situation for which the student is filing the grievance

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 student's academic advisor, the Program Director, and the involved faculty person or agency field 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 situation causing the grievance.
2. If the situation causing the grievance has occurred in-between academic semesters, the student shall file the complaint no later than five (5) school days after the beginning of the next academic semester.
3. The Faculty Field Liaison in coordination with the Field Director 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 Social Science Division Chair.
5. The appeal must be presented to the Social Science Division Chair or designee no later than five (5) school days after receipt of Field Director's decision. If the decision occurred in between academic semesters, the student shall file the appeal no later than five (5) school days after the beginning of the next academic semester following the date that the Field Director's decision occurred. The Social Science Division Chair 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

The Social Work Program believes that students have the right and responsibility to contribute to academic and student affairs policymaking. Therefore, in addition to what is offered at the College, the Social Work Program is committed to providing a wide variety of opportunities for students participate and contribute their voice. These opportunities include, but are not limited to, participation in student course evaluations, representation on faculty hiring committees, policy and procedure focus groups, and the Social Work Advisory Board.

### **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 Representation on Social Work Advisory Board**

A student representative from each program option (Lewiston, CDA, and Hybrid) serve on the Social Work Advisory Board. Students serve for two-year terms. Students entering their Junior year are invited to submit a Social Work Advisory Board Application.

### **Student Participation in Social Work Faculty Hiring Committees**

When social work 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 Representation on Policy and Procedure Focus Groups**

When amending the policies and procedures within the Social Work Program Student Handbook, a student representative from each program option (Lewiston, CDA, and Hybrid) are invited to attend focus groups to inform policymaking.

## **Student Social Work 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.

### **College Credit Option**

Students may earn college credit for assuming positions of leadership in SOSW. Contact one of the organization's advisors; Luella Loudenback 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; 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 120,000 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. If you are interested in learning more about NASW, you can contact visit the NASW website or the Idaho chapter. 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 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). For more information visit the Idaho Division of Occupational and Professional Licenses website.

For a list of the licensure status of each state, please visit the LC State's Professional Licensure Disclosure website. Please note that not all states license bachelor level social workers. In these cases, you can still practice as a social worker, it just isn't regulated by licensure at that level. Typically, those states start licensing at the master's level.

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.

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

According to the Occupational Outlook Handbook, 2021 Edition:

1. There are two main types of social workers:
  - a) direct-service social workers: who help people solve and cope with problems in their everyday lives, and
  - b) 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 by their state.
4. In 2019, there were approximately 713,200 social work occupations across the nation.
5. Employment of social workers is expected to grow 13% from 2019-2029, 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 for social workers was \$51,760 in May 2020

<b>Social workers, all other</b>	<b>\$64,210</b>
Healthcare social workers	57,630
Mental health and substance abuse social workers	48,720
Child, family, and school social workers	48,430