BSW STUDENT HANDBOOK

2017-2018

Bachelor of Social Work Program

School of Social Work

College of Health and Human Services

Marywood University
The BSW Student Handbook contains policies and procedures of the BSW Program. It provides essential information and serves as a guide for the BSW major at Marywood.
Marywood University, in accordance with applicable provisions of federal law, does not discriminate on grounds of race, color, national origin, sex, age, or disability in the administration of any of its educational programs or activities, including admission or with respect to employment. Inquiries should be directed to Dr. Patricia Dunleavy, Title IX Coordinator and Coordinator of Act 504, Marywood University, Scranton, PA 18509-1598. Phone: 570-348-6220 or email: dunleavy@marywood.edu.
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I. THE BACHELOR OF SOCIAL WORK PROGRAM

General Information

The Bachelor of Social Work Program (BSW Program) was inaugurated formally in 1974. The establishment of the undergraduate social work major reflected the ongoing commitment of Marywood University to meeting social welfare needs of the northeast region, social work staffing needs, and her own student needs. In essence, the University responded to the need for professionally trained social work practitioners who were able to provide a range of direct helping services.

Shortly after its inauguration, the BSW Program sought and received accreditation from the Council on Social Work Education. As a result, Marywood's Program was among the first in Pennsylvania to be accredited. Likewise, the University was one of the first to offer the bachelor of social work degree. Since 1974, the BSW Program has continued to maintain accredited status and pursue quality education and practice.

Administrative Structure

The BSW Program is housed in and administered through the School of Social Work. The BSW Program and the School of Social Work are integral parts of the College of Health and Human Services. The BSW Program is located in the School of Social Work, LAC Suite 81.

Accreditation Status

The Bachelor of Social Work Program is accredited by the Council on Social Work Education, the Social Work profession's national educational accrediting body.

Mission Statement of the School of Social Work

Informed by a Catholic tradition, as well as the University’s and profession’s intersecting values, the Marywood University School of Social Work prepares a wide variety of beginning, career-changing and mid-career students at the generalist (BSW) and advanced (MSW) level to engage in competent, culturally responsive, and evidence-informed micro, mezzo, and macro level social work practice with diverse client systems. BSW and MSW graduates respond to the evolving needs of oppressed and marginalized populations in local, regional, national, and global communities, guided by a commitment to social and economic justice.

Mission Statement of the Bachelor of Social Work Program

The Bachelor of Social Work Program at Marywood University is a professional degree program which prepares students for beginning, entry level professional practice. The program provides educational experiences designed to ensure the acquisition of the knowledge, values, ethics, and skills necessary to be a generalist practitioner with diverse populations.

The BSW Program develops practitioners who are committed to social and economic justice who take action with and on behalf of vulnerable and oppressed populations. In accord with the Marywood University mission, the BSW Program prepares students for responsible leadership and service in meeting human needs through the application of professional social work values and ethics. As part of its mission, the program seeks to develop practitioners who engage in research informed practice and practice-informed research, contributing to community well-being in Northeastern Pennsylvania and in broader national and global communities.
Goals of the Bachelor of Social Work Program

The Bachelor of Social Work Program at Marywood University provides the student with the fundamental professional foundation required of the generalist practitioner at the beginning professional level.

The goals of the Bachelor of Social Work Program are:

1. Acquire the knowledge and skills for beginning professional generalist social work practice with diverse individuals, families, groups, organizations and communities.
2. Apply the core ethical values of the Social Work profession in providing helping services.
3. Demonstrate leadership addressing social and economic justice through action with and on behalf of vulnerable and oppressed populations.
4. Contribute to the well-being of Northeastern Pennsylvania, national and global communities through service and scholarship in a process of on-going professional growth and development.

Educational Objectives of Bachelor of Social Work Program

As a result of having met the requirements of the BSW Program, students will be able to:

- Apply critical thinking skills within the context of professional social work practice.
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, gender identity and sexual orientation.
- Demonstrate understanding of the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
- Understand and interpret the history of the social work profession and its contemporary structures and issues.
- Apply the knowledge and skills of generalist social work practice with systems of all sizes: individuals, families, groups, organizations and communities.
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- Analyze, formulate, and influence social policies.
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
- Use communication skills differentially across client populations, colleagues, and communities.
- Use supervision and consultation appropriate to social work practice.
- Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.
- Demonstrate the professional use of self.
- Take responsibility for continued professional development.
II. CURRICULUM OVERVIEW

Introduction

The Bachelor of Social Work Program prepares students for beginning entry level generalist professional social work practice. The BSW curriculum is designed to assure the acquisition of knowledge, values, ethics and skills essential for the generalist social worker in accord with the CSWE Core Competencies and practice behaviors (see section X).

The social work curriculum consists of liberal arts, social-behavioral science, and professional social work courses. It is designed to provide a series of systematic, interdependent classroom offerings and field experiences which provide essential knowledge and skills in human behavior and the social environment, social work research, social welfare policy and services, social work theory and methods, field instruction, diversity, social and economic justice, and populations at risk. Social work courses begin in the first year and extend throughout senior year.

Field experiences parallel the course offerings. In the first year, or in the case of transfers, sophomore year, students are exposed to social work as a profession through structured visits to a broad range of social agencies and services which constitute the community's social welfare system. This is followed by a junior field experience in which students are given practical experience in a community social agencies.

The senior field placement is an intensive direct service experience in which students assume the social work role in a community social agency. In this setting, the student delivers social work service under the supervision of a professional social worker. Senior field instruction is a "block" placement of 450 hours in which the student spends four days per week for the fall semester in the social agency.

Requirements

General Overview

| Liberal Arts Core | 43-46 credits |
| Social Work Major | 54 credits     |
| Electives         | 21-27 credits |
| TOTAL             | 121 credits   |

LIBERAL ARTS CORE
I. First Year Experience- 4 credits

UNIV 100 Living Responsibly in an Interdependent World (1 credit)
ENGL 160 Composition & Rhetoric (must achieve a minimum letter grade of C) (3 credits)

II. The Human Condition in its Ultimate Relationships- 12 credits

<table>
<thead>
<tr>
<th>Religious Studies (6 credits)</th>
<th>Philosophy (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R ST 112 Modern Belief (3)</td>
<td>PHIL 113 Introduction to Philosophy (3)</td>
</tr>
<tr>
<td>R ST XXX Above 100 level (3)</td>
<td>PHIL XXX Above 100 level (3)</td>
</tr>
</tbody>
</table>

III. The Human Condition in the Context of the Physical Universe- 6 credits

MATH 155 Statistics Social and Behavioral Sciences (pre-req testing out or taking MATH 095)(3)
BIOL 130 Anatomy and Physiology (3)

IV. The Human Condition in Relation to Self and Social Structure- 3 credits

PSY 211 General Psychology (3)

V. The Human Condition in its Cultural Context- 12-15 credits

<table>
<thead>
<tr>
<th>World Literature (6 credits)</th>
<th>Modern Language (3-6 credits)</th>
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</thead>
<tbody>
<tr>
<td>ENGL 180 Introduction to World Literature (3)</td>
<td>Foreign Language (3)</td>
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<td>ENGL XXX Above 301 level (3)</td>
<td>Foreign Language (3)</td>
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<tr>
<td>FA XXX Fine Arts Elective (3)</td>
<td></td>
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</tbody>
</table>

VI. The Human Condition in its Historical Context- 6 credits

HIST 105 Ethnicity and Diversity in the Modern World (3)
HIST XXX Elective (3)

TOTAL CREDITS: 43-46

*Important Notes

1. If a student has completed 4 years of the same foreign language in high school, that student can choose to take just one, three credit course to satisfy the foreign language requirement. This course, however, must be above the 212 level.
2. One course in a student’s curriculum must fulfill a global studies requirement. Courses that fulfill this category will be designated as such in the course description and course listings.
   Transfer students are exempt from UNIV 100 (core curriculum credits will total 42-45 credits)
SOCIAL WORK MAJOR (54 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SW 145</td>
<td>Foundations of Social Work (3)</td>
</tr>
<tr>
<td>SW 150</td>
<td>Introductory Social Work Field Experience (1)</td>
</tr>
<tr>
<td>SW 230</td>
<td>Analysis of Social Welfare Policy (3)</td>
</tr>
<tr>
<td>SW 250</td>
<td>Contemporary Social Work Practice (3)</td>
</tr>
<tr>
<td>SW 310</td>
<td>Social Work Research I (3)</td>
</tr>
<tr>
<td>SW 311</td>
<td>Social Work Research II (3)</td>
</tr>
<tr>
<td>SW 345</td>
<td>Social Work Junior Field Experience (1)</td>
</tr>
<tr>
<td>SW 350</td>
<td>Human Behavior and the Social Environment (3)</td>
</tr>
<tr>
<td>SW 401</td>
<td>Social Work with Neighborhoods, Communities and Organizations: Theory &amp; Practice (3)</td>
</tr>
<tr>
<td>SW 402</td>
<td>Social Work with Groups: Theory and Practice (3)</td>
</tr>
<tr>
<td>SW 403</td>
<td>Social Work with Individuals and Families: Theory &amp; Practice (3)</td>
</tr>
<tr>
<td>SW 490</td>
<td>Field Instruction (9)</td>
</tr>
<tr>
<td>SW 491</td>
<td>Integrative Seminar (3)</td>
</tr>
<tr>
<td>SW 495</td>
<td>Senior Seminar (1)</td>
</tr>
<tr>
<td>SW XXX</td>
<td>Specified Social Work Elective (3)</td>
</tr>
<tr>
<td>SOC 214</td>
<td>Social Problems (3)</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Developmental Psychology (3)</td>
</tr>
<tr>
<td>PS 210</td>
<td>American Government &amp; Politics (3)</td>
</tr>
</tbody>
</table>

ELECTIVES (21-27 credits)

These courses may be taken from anywhere in the University’s curriculum.

TOTAL 121 credits
# BSW Curriculum Plan

## First Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 160  Comp &amp; Rhet</td>
<td>3.0</td>
<td>SOC 211 Intro. Soc</td>
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<tr>
<td>UNIV 100  Liv Resp Int World</td>
<td>1.0</td>
<td>HIST XXX History</td>
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<tr>
<td>R ST 112  Modern Belief</td>
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<td>PHIL 113 Intro Phil</td>
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<td>LANG XXX Foreign Lang</td>
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<td>PSY 211  Gen. Psych</td>
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<td>SW 150 Intro Field Exp</td>
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<tr>
<td>SW 145  Foundations of SW</td>
<td>3.0</td>
<td>BIOL 130 Anat&amp;Phys</td>
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<td></td>
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## Sophomore

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<tr>
<td>SW 250 Cont SW Pract</td>
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<td>SW 230 Anal Soc Welf Policy</td>
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<td>PSY 251 Developmental Psych</td>
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<td>PHIL XXX Philosophy</td>
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<td>SOC 214 Social Problems</td>
<td>3.0</td>
<td>PS 210 American Govt</td>
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<td>HIST 105 Ethnicity &amp; Diversity</td>
<td>3.0</td>
<td>MATH 155 Statistics</td>
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<td>ENGL 180 Intro. To Lit</td>
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<td>SW XXX S.W. Elective</td>
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## Junior

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<tbody>
<tr>
<td>SW 310 S.W. Research I</td>
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<td>SW 311 S.W. Research II</td>
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</tr>
<tr>
<td>SW 345 Junior Field</td>
<td>1.0</td>
<td>SW 401 Neigh Comm Orgs</td>
<td>3.0</td>
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<tr>
<td>SW 350 Human Beh &amp; Soc Env</td>
<td>3.0</td>
<td>SW 402 S.W. Groups</td>
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<tr>
<td>ENGL XXX Above 301 Level</td>
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<td>SW 403 Indiv And Fam</td>
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<tr>
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## Senior

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<tr>
<td>SW 490 Field Instruction</td>
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<td>FA XXX Fine Arts</td>
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<tr>
<td>SW 491 Integrative Seminar</td>
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<td>XXX Elective</td>
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<td>SW 495 Senior Seminar</td>
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<tr>
<td></td>
<td></td>
<td>XXX Elective</td>
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## Notes

- MATH 155 has a Pre-req MATH 095 (required for any student who does not test out).
- HIST 105 fulfills global requirement.
- Elective(s) may be taken at any time.
- SOC 211 is strongly recommended.

**QPA in the BSW Major**

TOTAL: 121 credits

REV 1/17

TOTAL: 121 credits
The QPA in the social work major is computed on the basis of 51 credits (15 courses). These include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 145</td>
<td>Foundations of Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 230</td>
<td>Analysis of Social Welfare Policy</td>
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<tr>
<td>SW 250</td>
<td>Contemporary Social Work</td>
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<tr>
<td>SW 310</td>
<td>Social Work Research I</td>
<td>3</td>
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<tr>
<td>SW 311</td>
<td>Social Work Research II</td>
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<tr>
<td>SW 350</td>
<td>Human Behavior &amp; Social Environment</td>
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<tr>
<td>SW 401</td>
<td>Social Work with Neighborhoods, Communities, &amp; Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SW 402</td>
<td>Social Work with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW 403</td>
<td>Social Work with Individuals and Families</td>
<td>3</td>
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<tr>
<td>SW 490</td>
<td>Field Instruction</td>
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<td>SW 491</td>
<td>Integrative Seminar</td>
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<td>SW XXX</td>
<td>Social Work Elective</td>
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<td>SOC 214</td>
<td>Social Problems</td>
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<td>PSY 251</td>
<td>Developmental Psychology</td>
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</tr>
<tr>
<td>PS 210</td>
<td>American Government and Politics</td>
<td>3</td>
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</tbody>
</table>

Note: SW 150, Introductory Social Work Field Experience (1 credit), SW 345, Junior Field Experience (1 credit), and SW 495, Senior Seminar (1 credit) are requirements of the major. These three courses are graded on an S (Satisfactory) and U (Unsatisfactory) basis and are therefore not included in computation of the QPA in the major.
### Prerequisites and Co-requisites for Required BSW Courses

<table>
<thead>
<tr>
<th>Dept.</th>
<th>#</th>
<th>Course</th>
<th>Pre-requisites</th>
<th>Co-requisites</th>
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<tbody>
<tr>
<td>SW</td>
<td>145</td>
<td>Foundations of Social Work</td>
<td></td>
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<tr>
<td>SW</td>
<td>150</td>
<td>Intro. SW Field Experience</td>
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<td>SW</td>
<td>230</td>
<td>Analysis of Soc. Welf. Policy</td>
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<td>SW</td>
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<td>Contemporary SW Practice</td>
<td>SW 145</td>
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<td>SW</td>
<td>310</td>
<td>SW Research I</td>
<td>SW 250</td>
<td>SW 345, 350</td>
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<tr>
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<td>311</td>
<td>SW Research II</td>
<td>SW 310</td>
<td>SW 401, 402, 403</td>
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<td>SW</td>
<td>345</td>
<td>Jr. Field Experience</td>
<td>SW 150, 250</td>
<td>SW 310, 350</td>
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<tr>
<td>SW</td>
<td>350</td>
<td>Hum. Beh. and the Soc. Env.</td>
<td>SW 250</td>
<td>SW 310, 345</td>
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<td>401</td>
<td>SW With Neighs Comms, &amp; Orgs.</td>
<td>SW 230, 250, 310, 350</td>
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<td>SW With Inds. And Fams.</td>
<td>SW 230, 250, 310, 350</td>
<td>SW 311, 401, 402</td>
</tr>
<tr>
<td>SW</td>
<td>490</td>
<td>Field Instruction*</td>
<td>SW 311, 401, 402, 403</td>
<td>SW 491, 495</td>
</tr>
<tr>
<td>SW</td>
<td>491</td>
<td>Integrative Seminar</td>
<td>SW 311, 401, 402, 403</td>
<td>SW 490, 495</td>
</tr>
<tr>
<td>SW</td>
<td>495</td>
<td>Senior Seminar</td>
<td>SW 311, 401, 402, 403</td>
<td>SW 490, 491</td>
</tr>
</tbody>
</table>

*Admission to SW 490: Students are required to maintain an overall QPA of 2.0 and a minimum of 2.33 in the major and give evidence of continued professional commitment and skill development. The student applies for SW 490 in the preceding Spring semester.

In certain circumstances the BSW Program Director may override the above pre-requisites/co-requisites.

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### III. STUDENTS’ PROFESSIONAL DEVELOPMENT
A. Criteria and Procedure for Admission to the BSW Program

1. Criteria

Admission to the BSW Program is based upon:


- Attainment of an S (Satisfactory) grade in SW 150, Introductory Social Work Field Experience.

- Attainment of a cumulative QPA of 2.0 or better.

- Adherence to standards of conduct as contained in the NASW Code of Ethics.

- Recommendation of SW Program faculty.

In the Spring of the sophomore year, the students’ educational experience will be evaluated by the Program Director to assess the students according to the above areas of achievement to assure attainment of an adequate acquisition of knowledge, values, ethics and skills to consider the students’ acceptance into the BSW Program.

2. Procedure

- Students make formal application to the Social Work Program during the second semester of sophomore year.

- Following completion of the sophomore year, attainment of the criteria for admission is ascertained by the Program Director. The Program Director then formally notifies the student in writing of their formal acceptance/non-acceptance into the Program.

- In cases where the student does not meet the criteria for acceptance, the Program Director counsels the student regarding options and alternatives available.

- Provisional acceptance may be granted. In such a case, the Program Director develops with the student a plan of action to meet requirements for formal admission in a specified time frame. If a student does not choose or is unable to meet the requirements of the plan, he/she is notified by the Program Director through advisement and in writing of non-acceptance. Options and available alternatives are discussed with the student.

- If, for any reason, the student feels that he/she has been unjustly denied admission, he/she has the right to pursue the Academic Grievance and Grade Appeals Policies and Procedures of the University.

B. Academic and Professional Requirements

1. Introduction

The Bachelor of Social Work (BSW) Program places emphasis on student academic and professional performance in all areas of the curriculum - classroom and field instruction.
2. Criteria for Retention in the BSW Program

Once a student is admitted to the BSW Program, he/she is required to maintain a minimum cumulative QPA of 2.0, a minimum QPA of 2.33 in the major, and give evidence of continued skill development and adherence to the NASW Code of Ethics.

3. Academic Requirements

The BSW Program requires a minimum cumulative QPA of 2.0. If a student falls below the required cumulative QPA of 2.0, the University Committee on Grades and Honors places the student on probation. The student is then required to achieve this standard by the end of the next semester. The BSW Program faculty advisor will work with the student in developing a plan to elevate the QPA. Should the student be unable to achieve the cumulative 2.0 QPA by the end of the next semester, he/she may be dismissed from the University.

The cumulative QPA of 2.0 is also a prerequisite requirement for SW 490, Field Instruction. If a student falls below the required cumulative 2.0 QPA in the semester preceding SW 490, Field Instruction, he/she cannot take this course. University policy and procedure as stated in the preceding paragraph apply here. In the situation where a student attains the required cumulative 2.0 QPA and all other program requirements are satisfied, he/she may re-apply for SW 490, Field Instruction.

The BSW Program requires a 2.33 QPA in courses which comprise the Social Work major. These courses are listed in this Handbook (p. 8). If a student falls below the 2.33 QPA, the Program Director works with the student in developing a plan to elevate the QPA. It is expected that the student will achieve this requirement within two semesters. This must occur prior to registering for SW 490, Field Instruction, in which the 2.33 major QPA is a requirement. If a student falls below the required 2.33 major QPA in the semester preceding SW 490, Field Instruction, he/she cannot take this course. A plan of action is developed with the student to elevate the QPA. The student may, upon approval by the BSW Program Director, subsequently register for SW 490 provided he/she has satisfied the 2.33 QPA requirement as well as other Program requirements. If the student does not choose to follow through with the plan of action, he/she is dismissed from the BSW Program.

4. Professional Responsibilities

All students in the BSW major are required to adhere to the NASW Code of Ethics (p. 13 of this Handbook), engage in ethical and professional behavior, and demonstrate attitudes and behavior consistent with the values of the social work profession. Students are required to demonstrate professional conduct with colleagues, clients and other professionals that reflects the values and ethics of the profession. It is required that students demonstrate good interpersonal skills in professional interactions, respect for and sensitivity to people, a sense of responsibility, good judgment, and the ability to meet field instruction standards.

In situations where there is question about a student's personal or professional behavior, the Program Director initially confers with the student. A meeting is arranged with the student, Program Director, and other relevant parties to review the concern. A course of action is determined by the Program Director based on the nature and seriousness of the situation. This may include dismissal from the program; delaying entry into SW 490, Field Instruction; removal from SW 490, Field Instruction; temporary withdrawal from the Program; developing a written plan of action to address the concern within a specified time frame; or some other plan. If a plan is developed and the student does not choose to follow through with it, he/she is dismissed from the Program. In cases of dismissal, the student is notified of such through advisement and in writing. The student has the right of appeal and is apprised of the Academic Grievance and Grade Appeals Policies and Procedures.
The selection of the field site begins in the first semester of the junior year, with the student's completion of a Field Instruction Placement Planning Form on which the student designates major areas of interest. Students are required to complete all paperwork (including a resume, insurance application and course registration) and interviews related to field placement in a timely manner (no later than April 1st). The BSW Field Instruction Coordinator works with each student from this point, assisting in the preparation for placement interviews, arranged by the Coordinator. Students are not to contact agencies on their own.

At the end of the semester prior to entering field placement, the student will fill out the Application for SW 490. Students will be eligible to attend field placement when they have:
1. Cumulative QPA of 2.0
2. Major QPA of 2.33
3. Evidence continued adherence to standards of conduct as contained in the NASW Code of Ethics
4. Completion of all required prerequisites (SW 145, 150; 310; 311; 230; 345; 350; 401, 402, 403)
5. Recommendation of Social Work Program faculty

Students will be notified during the summer prior to their placement if they have been accepted into field (SW 490). If a student is not accepted to field placement based on the above criteria, the BSW Program Director will develop a plan for the student to follow in order to qualify for field placement in a subsequent year. A student who has been on a leave of absence or has withdrawn from the University will be required to follow the above stated process for field placement. In addition, the Coordinator and/or Director will meet with the student to determine if the faculty recommends the student for field placement at that time.

By June 1st Students will give the Coordinator of Field certificates to verify that they have completed the HIPPA and mandated reporter (child abuse) training. The student will also apply for/obtain all clearances (Child line, PA State and FBI clearance) by June 1st.

Agency confirmation: Agencies selected for the senior field experience are proposed by the BSW Field Instruction Coordinator from among the range of local community agencies. The principal factor in the matching of a student with an agency is the learning potential the agency offers the student in terms of generalist practice experience and direction by competent field instructors. As noted, the student's major interest area is strongly involved in the selection process.

The BSW Field Coordinator secures from each agency that will be involved in the fall senior field experience, a verbal commitment from the appropriate agency field instructor to provide such experience for a senior student. Following the student's successful interview with the prospective field instructor a Memorandum of Understanding is signed by the Field Coordinator and the agency Representative.

C. Transfer Students

Students who transfer to the School of Social Work and who wish to pursue the Bachelor of Social Work degree program will:

• process his/her University application through Admissions;

• have his/her transcript evaluated by the Coordinator of Prior Learning in the Registrar’s Office; and
• have an interview with the BSW Program Director to discuss program requirements and fit of equivalency of transfer credits.

D. Transfer Policy

Transfer students are admitted to Marywood University based on evaluation of the applicant’s ability to meet Marywood University’s academic standards. The BSW Program adheres to the following policy regarding transfer of course credit:

• No waivers or academic credit are granted for life experience or previous work experience.

• A course identified as a specific liberal arts or social science requirement for BSW majors (e.g., Anatomy and Physiology) will be accepted for credit only (a) if it is transferable according to Marywood University transfer credit standards, and (b) if it has been evaluated and approved by the BSW Program Director.

• A specific course identified as Social Work (SW) may be accepted only (a) if it is transferable according to Marywood University transfer credit standards, and, (b) if it has been taken at an institution whose social work program is accredited by CSWE*, and (c) it has been evaluated and approved by the BSW Program Director.

• Refer to current Marywood University policy regarding minimum number of credits completed at Marywood for degree eligibility. At least half of the BSW credits at Marywood are required for BSW degree eligibility.

E. Graduation Requirements

The BSW degree requires 121 credits. Minimum requirements for graduation include a cumulative QPA of 2.0, a QPA of 2.33 in the major, and completion of all curriculum requirements. The specific required courses are identified in the Curriculum section. The following statement is identified on the permanent record of students who earn the BSW degree: "This student has completed all requirements of the Bachelor of Social Work Program, the objective of which is preparation for beginning generalist social work practice."

F. Ethics and Professional Conduct

All students in the Marywood University School of Social Work are required to sign a Code of Conduct stating that they will:

• Behave in a civil and respectful manner in interactions with fellow students, faculty, staff and other constituents;

• Commit to engaging in the learning process both in the classroom and field settings by maintaining openness to new ideas and willingness to fulfill course requirements with integrity;

The Code identifies core values on which social work’s mission is based, summarizes ethical principles that reflect the profession’s core values, establishes a set of specific ethical standards that guide social work practice, and provides the basis on which the public can hold a practitioner accountable.

Summary of Principles:

- Social workers’ primary goal is to help people in need and to address social problems.
- Social workers challenge social injustice.
- Social workers respect the inherent dignity and worth of the person.
- Social workers recognize the central importance of human relationships.
- Social workers behave in a trustworthy manner.
- Social workers practice within their areas of competence and develop and enhance their professional expertise.

Ethical standards are articulated under social workers’ ethical responsibilities to clients, to colleagues, in practice settings, as professionals, to the social work profession. A Social Worker’s actions and decision making are guided by the Code.

IV. STUDENTS’ RIGHTS AND RESPONSIBILITIES

A. Advisement

Each student is assigned an academic advisor at the beginning of their matriculation at Marywood. This adviser is a social work faculty member in the BSW Program. Advisors work closely with the student in course scheduling, academic and professional planning and development, and university-school-program involvement. Office hours of advisors are posted at faculty offices and are identified on course outlines for each semester.

1. Students rights regarding advising are:

   a. to have access to advisors (office hours posted, office telephone number and email address made known) in a timely manner;

   b. to be able to meet with advisors each semester regarding course scheduling;

   c. to have their confidential information respected and protected as directed by the Family Privacy Act;

   d. and to have assistance with electronic course registration as needed.

2. Student responsibilities regarding advisement will be to:

   a. meet regularly with advisor and keep advisor updated on advisee’s personal and academic needs, only making changes in course registration with the permission of the advisor;

   b. utilize campus support services to enhance academic progress;

   c. complete and submit in a timely manner applications/necessary forms for: SW 150, Introduction to the Social Work Field Experience, official admittance into the BSW
Program at end of Sophomore Spring semester, SW 345, Junior Field Experience, and SW 490, Field Instruction;

d. discuss with advisor plans and concerns about employment and/or graduate school

B. Academics

1. Student rights concerning course work will be:
   a. to be able to contact professors beyond course time;
   b. to receive course syllabi with course objectives, content, assignments, grading evaluation and scale;
   c. to have an opportunity to discuss with professor course/examinations/assignments;
   d. to offer input to professor regarding course/professor/syllabus change;
   e. to have the right to not engage in course discussions that solicit self-disclosure that may be sensitive issue for student;
   f. to receive reasonable accommodation when there is a documented disability;
   g. to have the right to seek grievance and appeal.

2. Student responsibilities concerning course work will be:
   a. to notify professors when accommodations are needed per documentation of a disability;
   b. to attend classes/field placement, come prepared and contribute to the learning environment;
   c. to inform professors as soon as possible when student is not able to attend;
   d. to inform the Office of Retention Management when a lengthy absence occurs;
   e. to identify one’s learning needs and to seek assistance in a timely manner as well as discuss needs with one’s professors and academic advisor;
   f. to behave in a manner that reflects NASW’s Code of Ethics, and to respond to issues based on sources that are sound and rooted in documented research; and
   g. to offer thoughtful feedback to students and professors in a way that is constructive and considerate of the whole.
   h. to treat other students, faculty, and staff in a courteous and respectful manner at all times

3. Students Rights regarding Academic Grievance and Grade Appeals Policies and Procedures

Enrollment at Marywood University is a voluntary decision which includes a student’s acceptance of the responsibility to meet academic requirements and to behave consistently with the University’s and BSW Program’s purposes and objectives. Students are expected to know and adhere to University and BSW Program regulations. The University and the BSW Program accepts a corresponding
responsibility to guarantee appropriate process and protection from arbitrary or capricious disciplinary action.

The BSW Program employs University policies and procedures for adjudication of student grievance and appeals. These are located in the Marywood University Student Handbook available on Marywood University website. A student who has a grievance has the right to pursue it through the University's Academic Grievance and Grade Appeals Policies and Procedures. The Student Academic Grievance Policy and Procedure is located in the University Student Handbook. The Grade Appeals Policy and Procedure is located in the University Student Handbook.

C. BSW Program

1. Student rights concerning the BSW Program will be:

a. to provide input into the BSW curriculum and educational policies;

b. to participate directly or through elected class representative on the BSW Student Advisory Council;

c. to be free of experiencing harassment or discrimination on grounds of race, color, national origin, sex, age, disability, religion, political or sexual orientation.

2. Student responsibilities concerning the BSW Program will be:

a. to assist the BSW Program to strengthen curriculum and educational policies;

b. to participate in the BSW Program governance as specified in the Constitution and By-Laws;

c. to actively participate in the student organization, Caritas Club;

d. to participate directly or through elected class representative on the BSW Student Advisory Council;

e. to oppose discrimination toward self/others.

D. Background Checks

Prior to entry into SW 490, students are required to complete State Police, FBI, and child abuse background checks. Additionally students will complete the online HIPPA training and mandated child abuse reporter trainings.

Students should be aware that state licensing boards, and many employers require background checks for BSW students and professional social workers. These checks may include State Police, FBI, child abuse, current health or other requirements particular to the work the student or social worker may be expected to do. Students in the School of Social Work BSW Program should recognize that a positive report in any background check may:

• disqualify a student from placement at a field education site of his/her choice. Inability to obtain an appropriate placement may lead to dismissal from the program or otherwise prevent the student from obtaining a degree;

• bar a graduate of the program from obtaining a license to practice as a social worker;

• disqualify a licensed social worker from employment.

The effect of a positive report is determined by the agency or licensing board; there may be opportunity to appeal or to explain circumstances. Students with circumstances in their backgrounds...
that may emerge during background checks are encouraged to discuss the potential implications of these circumstances with their advisors.

E. The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a federal law, which states that a written institutional policy must be established, and that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Marywood University accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from a student's education records without the written consent of the student except to personnel within the institution, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing the student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or other persons. All these exceptions are permitted under the act.

Within the Marywood University community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the administrative offices that maintain student records, and academic/ student affairs personnel within the limitations of their need to know. Should a question occur about accessibility, the vice president of the area concerned should be consulted.

At its discretion, the University may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone number, dates of attendance, class previous institution(s) attended, major field of study, awards, honors degree(s) conferred (including dates). Students may withhold directory information by notifying the Registrar on the appropriate form within two weeks after the first day for the fall term. Request for non-disclosure will be honored by the University for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Marywood University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic and financial files and academic, cooperative education, and placement records.

A student wishing to review his/her education records must make a written request to the officer responsible for the maintenance of the record concerned listing the item or items of interest. Records covered by the act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions. Marywood University reserves the right to refuse a student a copy of his/her record if the student has a financial indebtedness to the University, or the original or source document exists elsewhere. These copies would be made at the student's expense at prevailing rates which are listed on the Financial Facts Sheet issued each year.

Education records do not include: records of instructional, administrative and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual, except a substitute who performs on a temporary basis the duties of the individual who made the record; records of the law enforcement unit; student health records; employment records; or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.
Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to the part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

A student who believes that an education record contains information that is inaccurate or misleading, or is otherwise in violation of his/her privacy or other rights may discuss the problem informally with the officer responsible for the maintenance of that record. If the decisions are in agreement with the student's request, the appropriate record(s) will be amended. If not, the student will be notified within a reasonable period of time that the record(s) will not be amended; and will be informed by the vice president of the area concerned of his/her right to a formal hearing. A student's request for a formal hearing must be made in writing to the appropriate vice president who, within a reasonable period of time after receiving such requests, will inform the student of the date, place, and the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing panel that will adjudicate such challenges will be the vice president of the area concerned and four individuals appointed by the President of the University. These persons will be selected according to the nature of the particular case.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education record(s) statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudication of their challenge were unfair, or not in keeping with the provisions of the Act may request in writing, assistance from the President of the University. Further, students who believe that their rights have been abridged, may file complaints with the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue NW, Washington, D.C. 20202-4605, concerning the alleged failures of Marywood University to comply with the Act.

Revisions and clarifications will be published as experience with the law and Marywood University’s policy warrants.

F. Civil Rights Policy

Civil Rights Policy and Grievance Procedures for Civil Rights Discrimination, Sexual Harassment and Sexual Assault are located in the Marywood University Student Handbook.

G. Policy for Students with Documented Disabilities

Accommodations for Students with Documented Disabilities

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended
by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Office of Disability Services, Liberal Arts Center 223B, in order for reasonable accommodations to be granted. The Office of Disability Services will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. Students are encouraged to notify instructors and the Office of Disability Services as soon as they determine accommodations are necessary; however, documentation will be reviewed at any point in the semester upon receipt. Specific details of the disability will remain confidential between the student and the Office of Disability Services unless the student chooses to disclose or there is legitimate academic need for disclosure on a case-by-case basis. For assistance, please contact Diane Webber, Associate Director of Disability Services, at 570.348.6211 x2335 or dtwebber@marywood.edu.

H. Academic Honesty Policy

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels.

Students have a responsibility to know and adhere to the University's Academic Honesty policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. Initial sanctions for violations of academic honesty ordinarily are determined by the course instructor. The faculty member will employ a range of sanctions, from a minimum of a failing grade for the specific coursework in which the infraction occurred to a maximum of a failing grade for the entire course. If necessary, the chairperson and/or academic dean may become involved in investigating the allegation of academic dishonesty and the determination of sanctions. The faculty member will file a report with the office of the Provost and Vice President for Academic Affairs, with copy to the faculty member's department chairperson and the student's academic dean. An academic dean may also choose at any time to inform the Dean of Students of charges of academic dishonesty for adjudication in the University conduct system. Likewise, a member of the University community may submit a conduct report against a student, group of students, or student organization for alleged violations of the Academic Honesty policy to the Dean of Students, who will inform the appropriate academic dean for possible adjudication. The Provost and Vice President for Academic Affairs will maintain a register of established cases of academic dishonesty in order to identify an individual student's pattern of violation. Two established cases of academic dishonesty will result in suspension from the University; three established cases will result in dismissal.

In a case in which the student is involved with violations of both academic and discipline policies from the same incident, the Dean of Students and the cognizant Academic Dean of the college or school in which the student is enrolled will confer regarding sanctions to assess their academic impact and to assure that a consistent message is communicated to the student.

Definitions

Cheating is defined as but not limited to the following:

1. having unauthorized material and/or electronic devices during an examination without the permission of the instructor;
2. copying from another student or permitting copying by another student in a testing situation;
3. communicating exam questions to another student;
4. completing an assignment for another student, or submitting an assignment done by another student, e.g., exam, paper, laboratory or computer report;
5. collaborating with another student in the production of a paper or report designated as an individual assignment;
6. submitting work purchased from a commercial paper writing service;
7. submitting out-of-class work for an in-class assignment;
8. changing grades or falsifying records;
9. stealing or attempting to steal exams or answer keys, or retaining exams without authorization;
10. submitting an identical assignment to two different classes without the permission of the instructors;
11. falsifying an account of data collection unless instructed to do so by the course instructor;
12. creating the impression, through improper referencing, that the student has read material that was not read;
13. artificially contriving material or data and submitting them as fact;
14. failing to contribute fairly to group work while seeking to share in the credit;
15. collaborating on assignments that were not intended to be collaborative.

**Plagiarism** is defined as the offering as one's own work the words, sentence structure, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. It includes quoting, paraphrasing, or summarizing the works of others without appropriate citation. No claim of ignorance about the nature of plagiarism will excuse a violation.

**Procedures**

The student has a right to appeal sanctions resulting from academic dishonesty. A student who decides to file a formal grievance must submit the request in writing to the departmental Chair or the Dean. This is ordinarily done within thirty working days of the date an alleged incident occurred or a problem began. The necessary form is available from the Academic Dean of the college or school where the alleged problem occurred. The Provost and Vice President for Academic Affairs is the final recourse in the academic appeal process.

If a particular class does not follow a standard starting time, the individual instructor should determine the meeting time closest to the standard for that day of the week.

**I. Other Policies** Additional important policies may be found in the University Student Handbook. These include, for example, Alcohol and Controlled Substances Policy, Conduct Policies and Procedures, Drug Free Workplace, Violent Acts and Threats Policy, etc.

**V. STUDENT ORGANIZATION/ACTIVITIES**

**A. CARITAS Club Introduction**

Caritas Club is the official BSW student organization. All students are expected to participate in Caritas. The Constitution of Caritas follows:

**B. Constitution and By-Laws**

1. Article I: Name
Section 1
The name of this organization shall be the Caritas Club.

2. Article II: Goals

Section 2
The goals of this organization shall be:
• to provide a forum through which students can broaden and enrich their knowledge base as it relates to social work education and practice;
• to function in a liaison capacity with the School of Social Work;
• to provide active voluntary service in various community organizations;
• to provide collective student input into the policies, curriculum, and other educational endeavors of the BSW Program.

Section 3
This organization shall aim to advance these goals by:
• providing educational and social experiences of both a formal and informal nature encompassing the Marywood and broader educational community;
• participating in BSW faculty-student and larger department meetings;
• engaging in voluntary experience in community organizations;
• serving in a formal advisory capacity to the BSW Program.

3. Article III: Membership

Section 1
The membership shall consist of social work majors.

4. Article IV: Officers

Section 1
The offices of the club shall be President, Vice President, Treasurer, and Secretary.

Section 2
Term of office shall be for two semesters.

Section 3
Election of officers and class representatives shall be held by formal ballot. Nominations will be held at a meeting at the end of the spring semester. Officers will be elected by majority vote. Election results shall be posted on the BSW bulletin board.

5. Article V: Duties of Officers

Section 1
It shall be the duty of the President to preside at all the meetings. He/she shall be a member of all committees. It shall be the duty of the chairperson to serve as liaison with the Student Government Association regarding affairs pertinent to club goals and activities.

Section 2
It shall be the duty of the Vice President to assist the President and to preside in his/her absence. The Vice President shall also be a member of the BSW Advisory Council.

Section 3
It shall be the Treasurer's responsibility to execute all financial transactions of the club. All dispersal transactions shall be approved by an officer and the Moderator. The Treasurer shall submit the annual Treasurer's Report at the end of the spring semester.

Section 4
It shall be the duty of the Secretary to keep minutes of all the meetings and submit them to designated University offices.

Section 5
In addition to these office, each class (year) can elect their class representative to the Caritas Club.

6. Article VI: BSW Advisory Council

Section 1
The Advisory Council shall consist of five student members. These shall be the Vice President of Caritas and one student representative elected by and from each class.

Section 2
Advisory Council meetings shall take place on a regular basis and at the initiation of students and/or Program Director.

Section 3
Summaries of Council meetings will be posted on the BSW bulletin board.

7. Article VII: Membership and Fundraising

Section 1
All BSW majors are members of Caritas Club

Section 2
Fundraising will be conducted by the club in accordance with University policy.

Section 3
Fundraising proceeds will be used to attain club goals and functions throughout the school year.

B. BSW Student Faculty Meetings

A BSW Student-Faculty Meeting is regularly scheduled on the University calendar for every third Wednesday of each month. All BSW majors are expected to attend. These meetings provide a forum for information exchange (e.g., University, School, Program activities, events; University sponsored workshops; community happenings; professional social work, CSWE, and NASW issues and activities) and open informal dialogue between faculty and students regarding the BSW Program and profession.

C. BSW Advisory Council

1. Purpose and Membership

The BSW Advisory Council serves the purpose of providing student input and feedback to social work program faculty regarding various curricular and policy aspects of the social work program. Student membership consists of the elected representative from each class and the Vice President of Caritas.

5. Functions

• Serve in an advisory capacity to program faculty regarding curricular and policy aspects of the program.
• Represent the BSW student body as a collective. This does not preclude, however, any individual social work student from engaging in dialogue regarding any of the above aspects. The social work program does and will maintain an "open door" policy at all times.
• Serve on various subcommittees and task forces related to the program.
• Serve as the forum for expressing student collective concerns.
• Disseminate information regarding Council activities.

VI. STUDENT HONORS

A. Social Work Honor Society
Social work majors are eligible for membership in Alpha Delta Mu, a National Social Work Honor Society. Marywood's chapter is Gamma Delta.

The purpose of Alpha Delta Mu is to advance excellence in social work practice and to encourage, stimulate and maintain scholarship of individual members. The Society encourages and recognizes superior scholarship in social work education and aims to advance excellence in social work practice.

A BSW major is eligible for membership when he or she has:

- achieved junior or senior standing;
- achieved a cumulative grade point average of 3.25 or better;
- earned a minimum of six semester hours or equivalent in social work;
- demonstrated a high standard of ethical behavior and dedication to social work practice.

B. Jenkins-Colis Gilroy Medal for Excellence in Social Work

The Jenkins-Colis Gilroy Medal for Excellence in Undergraduate Social Work was founded in 1987 by BSW students in memory of Brian Jenkins, Class of 1979, and Patricia Colis Gilroy, Class of 1976. The medal is awarded to a graduating BSW student who demonstrates excellence in academics, service, and fulfillment of social work program goals. Criteria for the Medal are as follows:

- **Academic:** QPA of 3.25 or above cumulatively and in the social work major. The three students with the highest quality point averages above the required 3.25 are invited to compete for the Medal.
- **Service:** Service includes varied forms of involvement beyond formal educational requirements. Service might include, for example, active participation in University, School, Program, Club, or Community Systems. Quality as well as quantity in community service must be demonstrated.
- **Written narrative:** of how the student has fulfilled program goals.
- **Interview:** with Medal Committee subsequent to written narrative.

The selection process policy is available at the office of the BSW Director.

C. Other Honors/Awards

The Kaitlin A. Prislupsky, BSW ‘14, MSW’15 memorial award is awarded to a graduating BSW student who is accepted to and will enroll in the Marywood MSW Program. The recipient demonstrates scholarship achievement, a commitment to graduate social work education and to the enhancement of social work practice skills. The qualifications/procedures for the award are as follows:

- A list of prospective recipients is generated of all graduating Marywood BSW students who have been accepted and have agreed to attend MSW Program at Marywood
- **Academic:** QPA of 3.25 or above cumulatively and in the social work major.
- Vote of BSW faculty members based on scholarship achievement and commitment to the development of practice skills.

Social work majors are also eligible various University-wide societies and awards. Criteria for University-wide societies and medals are available through the appropriate University office.

**VII. STUDENT MAILBOXES/BULLETIN BOARDS**

Individual mailboxes for BSW majors are located in the School of Social Work. These mailboxes serve as an important source of information and communication.
Social Work Bulletin Boards also serve as key important sources of information and communication. Bulletin Boards, which are located on the first floor of the Liberal Arts Center and in the School of Social Work, contain various sorts of information of importance to the BSW major (e.g., advisement, scholarships, jobs, advisement, meetings, faculty-student and student exchanges of information, etc.). BSW majors are encouraged to read the Bulletin Boards on a routine basis.

VIII. NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

BSW majors are strongly encouraged to join the National Association of Social Workers (NASW). This is the professional organization of social workers in the United States. BSW majors are eligible for membership at a reduced student rate. Information about the Association and applications are available in the Program Director's Office.

IX. MARYWOOD UNIVERSITY STUDENT HANDBOOK

BSW majors are strongly encouraged to read the University's Student Handbook and be familiar with their rights and responsibilities, the various policies and procedures pertaining to student life, and student affairs and student services. All students are expected to abide by University policies and procedures.

X. CSWE CORE COMPETENCIES AND PRACTICE BEHAVIORS (EPAS, 2015)

Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also
understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences;
and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
and • engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
and • use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• assess how social welfare and economic policies impact the delivery of and access to social services;
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process
of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and
interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.