This handbook is for information only. For official rules and regulations, refer to the Undergraduate Bulletin.
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Message from the Chair

Laurellé C. Warner
Department Chair

Dear Student,

Welcome to La Sierra University Social Work Department. We offer a rewarding educational experience that fosters personal and professional growth. Please know that we are committed to your development and will work to ensure your success. At times, your course of study may be challenging and perhaps even overwhelming, but, I would like to assure you that the social work faculty takes a personal interest in your academic progress and is available to assist you in your journey toward a fulfilling social work career.

Our program has been continuously accredited by the Council on Social Work Education since 1979. As a generalist social work program, our aim is to produce competent social workers who fulfill the profession’s mission of helping others and improving society as a whole. Successful graduates receive a Bachelor of Social Work (BSW) degree, which is recognized by the National Association of Social Workers as the entry level professional degree for social work practice.

The purpose of this handbook is twofold. First, it is intended to provide students with an overview of the department’s mission, goals, and objectives and to inform students of important policies and procedures. In addition, this handbook is designed to be a resource book that you can refer to throughout your journey at La Sierra. This handbook is intended to highlight important policies and information applicable to the Social Work Department and not meant to replace the University’s Undergraduate Bulletin.

As you journey with us toward the fulfillment of your goals, please know that I welcome your comments, questions, or concerns. I am interested in developing a relationship with you and would like to hear from you.

Sincerely,

Laurellé C. Warner
Chair, Social Work Department
La Sierra University

La Sierra University (LSU) is a Christian co-educational institution located in inland Southern California and is part of the Seventh-day Adventist system of higher education. The University offers graduate and undergraduate curricula in applied and liberal arts and sciences, business and management, religion, and programs in professional education.

History and Mission

La Sierra University began as La Sierra Academy in 1922, on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra, and is now part of the city of Riverside. In 1923, with the addition of coursework in preparation for teaching, the school became La Sierra Academy and Normal School. As the offerings continued to grow, it became Southern California Junior College in 1927 and La Sierra College in 1939. Accreditation as a four-year liberal arts college was received in 1946.

In 1967, La Sierra College was merged with Loma Linda University as the College of Arts and Sciences. The School of Education was organized in 1968, followed in 1986 by the School of Business and Management and the Center for Lifelong Learning, and in 1987 by the School of Religion.

The Loma Linda and La Sierra campuses of Loma Linda University were reorganized into separate institutions in 1990, and these four schools (the College of Arts and Sciences, the School of Education, the School of Business and Management, and the School of Religion) became La Sierra University.

La Sierra University is a diverse community of inquiry, learning, and service, rooted in the Christian gospel. Committed to Seventh-day Adventist values and ideals, its mission is:

To seek truth, enlarging human understanding through scholarship;
To know ourselves, broadly educating the whole student;
To serve others, contributing to the good of the global community

La Sierra University pursues this mission for God and society with recognized excellence, integrity, compassion, and mutual respect.
## FALL QUARTER 2011
**September 26– December 15**
**Total: 54 days**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Financial Clearance Deadline</td>
<td>September 15</td>
</tr>
<tr>
<td>Payment due for quarter or year in advance discount</td>
<td>September 15</td>
</tr>
<tr>
<td>Late payment fee is applied on unpaid accounts</td>
<td>September 15</td>
</tr>
<tr>
<td>Instruction begins &amp; registration late fee is applied</td>
<td>September 26</td>
</tr>
<tr>
<td>Last day to enter a course, change audit to credit or credit to audit</td>
<td>September 30</td>
</tr>
<tr>
<td>Academic Convocation</td>
<td>October 4</td>
</tr>
<tr>
<td>Last day to withdraw with no record on transcript</td>
<td>October 7</td>
</tr>
<tr>
<td>Spiritual Emphasis Week</td>
<td>October 17-22</td>
</tr>
<tr>
<td>Last day to submit an S/U petition or withdraw with a “W”</td>
<td>November 18</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>November 19 - 27</td>
</tr>
<tr>
<td>Registration for winter quarter</td>
<td>November 28, 2011 – January 13, 2012</td>
</tr>
<tr>
<td>Final examinations</td>
<td>December 12 - 15</td>
</tr>
<tr>
<td>Fall quarter ends</td>
<td>December 15</td>
</tr>
<tr>
<td>Grades submitted by faculty</td>
<td>December 12 - 20 (2:00 pm)</td>
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## CHRISTMAS RECESS 2011 – 2012
**December 16– January 8**
**Total: 23 days**
# WINTER QUARTER 2012
January 9 – March 22
Total: 52 days

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<tr>
<td>Payment due for quarter or year in advance discount</td>
<td>December 15</td>
</tr>
<tr>
<td>Late payment fee is applied on unpaid accounts</td>
<td>December 15</td>
</tr>
<tr>
<td>Instruction begins &amp; registration late fee is applied</td>
<td>January 9</td>
</tr>
<tr>
<td>Last day to enter a course, change <strong>audit</strong> to <strong>credit</strong> or <strong>credit</strong> to <strong>audit</strong></td>
<td>January 13</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day Holiday</td>
<td>January 16</td>
</tr>
<tr>
<td>Last day to withdraw with no record on transcript</td>
<td>January 20</td>
</tr>
<tr>
<td>Spiritual Emphasis Week</td>
<td>January 23-28</td>
</tr>
<tr>
<td>President’s Day holiday</td>
<td>February 20</td>
</tr>
<tr>
<td>Last day to submit an S/U petition or withdraw with a “W”</td>
<td>March – 2</td>
</tr>
<tr>
<td>Registration for spring quarter</td>
<td>March 5 – April 6</td>
</tr>
<tr>
<td>Final examinations</td>
<td>March 19 – 22</td>
</tr>
<tr>
<td>Winter quarter ends</td>
<td>March 22</td>
</tr>
<tr>
<td>Grades submitted by faculty</td>
<td>March 19 - 27 (2:00 pm)</td>
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# SPRING RECESS 2012
March 23 – April 1
Total: 10 days
### SPRING QUARTER 2012
**April 2 – June 14**  
**Total: 53 days**

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<td>Financial Clearance Deadline</td>
<td>March 15</td>
</tr>
<tr>
<td>Payment due for quarter or year in advance discount</td>
<td>March 15</td>
</tr>
<tr>
<td>Late payment fee is applied on unpaid accounts</td>
<td>March 15</td>
</tr>
<tr>
<td>Instruction begins &amp; registration late fee is applied</td>
<td>April 2</td>
</tr>
<tr>
<td>Last day to enter a course, change audit to credit or credit to audit</td>
<td>April 6</td>
</tr>
<tr>
<td>Registration for Summer Sessions</td>
<td>April 9 through the first day of classes</td>
</tr>
<tr>
<td>Last day to withdraw with no record on transcript</td>
<td>April 13</td>
</tr>
<tr>
<td>Spiritual Emphasis Week</td>
<td>April 23-28</td>
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<tr>
<td>Last day to submit an S/U petition or withdraw with a “W”</td>
<td>May 25</td>
</tr>
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<td>Memorial Day holiday</td>
<td>May 28</td>
</tr>
<tr>
<td>Registration for fall quarter</td>
<td>May 29 – September 28</td>
</tr>
<tr>
<td>Final examinations</td>
<td>June 11 – 14</td>
</tr>
<tr>
<td>Spring quarter ends</td>
<td>June 14</td>
</tr>
<tr>
<td>Grades submitted by faculty</td>
<td>June 11 - 19 (2:00 pm)</td>
</tr>
</tbody>
</table>
Campus Resources

ACCESS Program – 785-2300
La Sierra Market Shopping Center – EA

Admission & Records -785-2176
Ground Floor, Administration Building – AD

Bookstore – 785-2196
Below Commons – BS

Cafeteria – 785-2138
Dining Commons – DC

Counseling Center – 785-2011
Career Planning & Placement Services
Basement of La Sierra Hall –LS

Student Financial Services – 785-2175
Administration Building – AD

Health Services – 785-2201
La Sierra Market Shopping Center-Ste. A

Learning Support Center – 785-2453
Office of Disability Services
Lower Level of La Sierra Hall – LS
Campus Resources

Library – 785-2044
West end of Campus – LI

Registrar’s Office – 785-2006
Ground Floor, Administration Building – AD

Security – 785-2222
Calkins Hall – CA
Emergencies by phone 24 hours a day

Writing Center
MICOL – 2nd floor

*All offices are closed for the following holidays: Labor Day, Thanksgiving, Christmas, New Year’s Day, Martin Luther King Holiday, President Day, Memorial Day, and Independence Day.

ALL offices are closed during Chapel on Thursday, 11:00-NOON. They are also closed every other Tuesday for Assembly, 11:00-NOON. In addition, all La Sierra University offices are closed on Fridays at noon.
Section 2: Social Work Department General Information

History

Social Work began as a major in the College of Arts and Sciences in 1976, with the establishment of the Social Service Program, which offered a Bachelor of Science in Social Service degree. The Social Service Program was renamed as the Social Work Program in 1978, at which time the university began offering the Bachelor of Social Work degree. In 2008, the Social Work Program was officially designated the Social Work Department. Social work continues as an independent discipline in the College of Arts and Sciences.

The Council on Social Work Education in 1979 first accredited the Social Work Department at La Sierra University. The most recent re-affirmation of accreditation was in 2003. Following official visits and reviews from the Council on Social Work Education, the Commission voted to re-accredit our baccalaureate degree program to February 2011 for the full eight-year cycle.

Mission Statement

Social Work Department at La Sierra University’s mission is to provide dynamic and comprehensive undergraduate education in strengths-based ecologically oriented generalist social work practice grounded in Adventist traditions of servant-leadership, activism, and progressive understanding of truth. Within this Christian context we embrace diversity, i.e., learners of all ages and backgrounds and faculty nurture and mentor students to develop competent professionals. Thus, our mission has three integrated component:

Educational mission: To prepare competent and ethical social workers who serve all members of society —locally, nationally, and globally—with special emphasis on groups that are marginalized, disadvantaged, oppressed, vulnerable and wounded; To educate social workers who appreciate and value human diversity and are fully prepared to engage in culturally responsive and competence practice.

Practice mission: To train professional ready to act as change agents from a servant-leader perspective, which involves nurturing skills and capacities of all client systems as they strive to fulfill their potential and realize their goals; to create social workers committed to promoting and advocating for equality, human rights, social and economic justice for all people.

Scholarly mission: To develop social work professionals who are critical thinking lifelong learners willing to produce and apply knowledge that is culturally relevant, ethically principled, and socially just.

Goals

The educational goals flow from the department’s mission. The specific goals and outcomes for each course reflect the goals outlined here. According to the Council on Social Work Education, baccalaureate curriculum content must include social work values and ethics, diversity,
promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, social work research, and field practicum.

The Social Work Department at La Sierra University aims to:

1. Provide professional strengths-based ecologically oriented social work education at the baccalaureate level in the context of an accredited Christian university.

2. Provide dynamic and comprehensive content about social work practice with client systems at all levels - micro, mezzo and macro.

3. Equip graduates with the ability respond proactively by using their knowledge about the evolving nature of social and societal contexts, the dynamics of contextual change, and their impact on social work practice.

4. Infuse throughout the program the values and ethics that guide the profession thereby developing ethically principled social work practitioners.

5. Prepare graduates who are cognizant of their strengths and areas for growth and are committed to enhancing their personal growth, professional knowledge, and skills as lifelong learners.

6. Create a program that is inclusive of and responsive to the educational needs of learners of all ages and backgrounds.

7. Produce entry-level generalist social workers who value the range of differences within each human diversity dimension and are fully prepared to engage in culturally responsive and competent practice.

8. Create a climate that fosters critical thinking, an interest in scholarship and scientific inquiry, and a willingness to explore and evaluate new knowledge and understanding of our world, human behavior, and client systems.

9. Produce strengths-based ecologically oriented social workers committed to creating a just society by engaging in all levels and types of advocacy for social and economic justice, human rights, and equality for all.
CSWE Core Competencies with Practice Behaviors

In accordance with the Council of Social Work Education (CSWE), the Social Work Department has ten core competencies linked to forty practice behaviors that all of its students must demonstrate mastery in across the micro-mezzo-macro continuum. Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of practice behaviors and associated competencies in practice with individuals, families, groups, organizations, and communities.

These competencies reflect the department’s mission and goals as well as the Council on Social Work Education (CSWE) 2008 Educational Policy Statement. It is expected that at the end of your time with us, you will be able to successfully demonstrate all of the practice behaviors that are associated with each competency. To this end, each class will address in an explicit way specific practice behaviors linked to specific competencies with the goal of ensuring mastery of each one by the time you are ready to graduate.

Competencies and Practice Behaviors:

1. Identify as a professional social worker and conduct oneself accordingly
   - Advocate for client access to the services of social work;
   - Practice personal reflection and self-correction to assure continual professional development;
   - Attend to professional roles and boundaries;
   - Demonstrate professional demeanor in behavior, appearance, and communication;
   - Engage in career-long learning;
   - Use supervision and consultation

2. Apply social work ethical principles to guide professional practice
   - Recognize and manage personal values in a way that allows professional values to guide practice;
   - Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
   - Tolerate ambiguity in resolving ethical conflicts;
   - Apply strategies of ethical reasoning to arrive at principled decisions

3. Apply critical thinking to inform and communicate professional judgments
   - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
   - Analyze models of assessment, prevention, intervention, and evaluation;
   - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities

4. Engage diversity and difference in practice
   - Recognize the extent to which a culture’s structures and values may opposes, marginalize, alienate, or create or enhance privilege and power;
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
Recognize and communicate their understanding of the importance of difference in shaping life experiences;
View themselves as learners & engage those with whom they work as informants

5. Advance human rights and social and economic justice
   Understand (sic: “can identify and articulate”) the forms and mechanisms of oppression and discrimination;
   Advocate for human rights and social and economic justice;
   Engage in practices that advance social and economic justice.

6. Engage in research-informed practice and practice-informed research
   Use research evidence to inform practice
   Use practice experiences to inform scientific inquiry

7. Apply knowledge of human behavior and the social environment
   Utilize conceptual frameworks to guide the processes of assessment, Intervention, and evaluation;
   Critique and apply knowledge to understand person and environment

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
   Analyze, formulate, and advocate for policies that advance social well-being;
   Collaborate with colleagues and clients for effective policy action

9. Respond to contexts that shape practice
   Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
   Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
   **10a. Engagement**
   Substantively & affectively prepare for action with individuals, families, groups, organizations, and communities;
   Use empathy and other interpersonal skills;
   Develop mutually agreed-upon focus of work & desired outcomes
   **10b. Assessment**
   Collect, organize, and interpret client data;
   Assess client strengths and limitations;
   Develop mutually agreed-upon intervention goals & objectives;
   Select appropriate intervention strategies.

   **10c. Intervention**
   Initiate actions to achieve organizational goals;
   Implement prevention interventions that enhance client capacities;
Help clients resolve problems;
Negotiate, mediate, and advocate for clients;
Facilitate transitions and endings

10d. Evaluation
Critically analyze, monitor, and evaluate interventions.

Generalist Social Work Practice

From the early beginnings of social work until the late 1960s the social work profession was divided by practice methods into casework, group work and community organization. Social workers were trained in only one of these practice methods, although in reality, knowledge and skills in each area were needed for successful intervention.

In the 1970s and 1980s the profession recognized the need for social workers to be trained in all practice areas. The shift from specializing in one practice area to education and training in all practice areas resulted in the development of generalist social work practice. Although generalist social work practice more closely reflects professional practice, its broad scope makes it difficult to define.

The overriding goal of La Sierra University’s Social Work Department is to prepare undergraduates for the beginning level generalist social work practice. The broad definitions below are used as a framework for building the generalist curriculum.

A generalist practice social worker is a professionally trained person, who can engage persons in their environment in a problem-solving process to affect personal and systemic change.

A thorough definition of generalist social work practice must also include a complete understanding of how the following concepts inform generalist social work practice.

Generalist social work practitioners:

- Utilize a broad base of knowledge and skills
- Utilize a problem-solving model
- Understand human behavior from a person-in-environment perspective (grounded in ecosystems)
- Work with client systems of any size (individuals, families, groups, organizations, communities, and societies)
- Involve clients throughout the process
- Allow practice strategies to be determined by the client’s situation
- Intervene at multiple system levels often simultaneously
- Utilize evidence-based intervention methods with client systems
• Apply methods to practice and program evaluation
• Recognize that social work values and ethics permeate all interactions
• Commit to human diversity and social justice

La Sierra University B.S.W. students will graduate with an in-depth understanding of these concepts and will be able to apply them in diverse practice settings and demonstrate them in practice and in oral and written communication.

Social Work Majors

Social work majors are traditional and adult learners. Traditional students typically enter college after high school whereas adult learners return to college after working or raising a family. The social work educational requirements are the same for the adult and traditional student. Both earn the same B.S.W degree.

Adult learners often work with the ACCESS program to facilitate their registration and educational process. All students, including adult learners, meet with a social work advisor each quarter during registration. (See the Advising section in this handbook for further information.)

For students to qualify for the ACCESS program, they must be at least 22 years of age and have completed at least 44 transferable quarter units. A cumulative grade point average of C - 2.00 is required on all college level courses (see University Undergraduate Bulletin).

Course Credit for Life or Previous Work Experiences

Social work is one of the major helping professions committed to helping client systems (individuals, families, groups, organizations and communities) function optimally in their environment. This can mean providing direct services or working to change or improve social conditions. The phrase "in the environment" points to a distinguishing characteristic of social work, which means assisting client systems to deal not only with their affect, behavior, and cognitions associated with a situation, but also working with them to do something about it (Choices: Careers in Social Work, NASW, 1999).

The social work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip potential and professional social workers with crucial knowledge, skill, values and ethics needed to provide professional, competent, and evidence-based services to client systems in their environment.. As a result of our combined commitment to the profession of social work and to ensuring that all students interested in pursuing social work as a career are fully equipped with the profession’s knowledge, skills, and values that La Sierra University Social Work Department does not grant social work course credit for life or previous work experiences. This policy is in accordance with the Council of Social Work Education (CSWE) educational policies and accreditation standards.
Section 3: General Department Policies

The following ten policies are intended to create a supportive learning environment for all and to ensure that students are functioning optimally. These policies establish a level of equity and fairness for every student and give a consistent baseline from which to evaluate students’ performance.

I. Class Behavior

One of the goals of the Department of Social Work is to prepare students for beginning professional practice. Students are therefore expected to attend ALL class sessions and demonstrate the values and ethics of the profession in their classroom interactions.

Class attendance enhances learning and provides students with rich opportunities to dialogue with and learn from peers. In accordance with the College of Arts and Sciences guidelines, a student will receive a failing grade if he/she misses more than 20% of the class. Because social work classes usually meet only one evening a week, missing one class is comparable to missing a week of classes. Therefore, missing more than 2 class periods results in failure of the class.

It is especially imperative that students come to class on time and remain for the entire class session. Chronic tardiness, leaving during class, sleeping in class, or leaving early inhibits students learning and will result in a lower grade. The department’s goal is to ensure that students gain an in-depth repertoire of knowledge, skills and values.

We understand that students have competing demands and roles. However, we strongly encourage that you make class attendance a high priority. Your contribution is valuable and enriches the learning process. When you are absent, you miss important content areas necessary for your development as a competent social worker.

Electronic Devices

All electronic devises may be used during classes for note taking or to access written comments or thoughts relating to readings that are specifically connected to the class topic. In this age of technology, we support students who use their devices to enhance their learning. However, we urge students to reframe from using them for personal reasons, pleasure or to complete another class’ assignment during class time. Cell phones may be used in class for emergencies only -- such as child care issues or transportation problems, urgent medical or family situations.
Class Interactions

Exemplifying the core values of the profession in classroom behavior and interaction demonstrate that you have begun to internalize them as a standard for behavior. We expect that students will show integrity, importance of relationship, dignity and worth of the person. In addition to demonstrating the core values, we also strongly encourage students to exhibit ethical standards in all their interactions. An important ethical standard that must govern all our interaction is respect.

The Code of Ethics states:

2.01 Respect
(a) Social workers should treat colleagues with respect…
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients, or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individual attributes….

II. Written Work

Effective written communication is essential for professional social workers. Written communication (e.g. court reports, letters written regarding clients, case reports, etc.) is often the vehicle through which we represent clients and the profession. Therefore, it is imperative that students cultivate the skill of writing well.

Students are expected to use proper grammar, punctuation, and spelling on all assignments. Students are also expected to write with clarity, accuracy, relevance, precision, breadth, and depth. Please be aware that the quality of your writing will have either a positive or negative impact on your grade.

The social work faculty requires APA style writing on all written assignments unless otherwise noted in the course syllabus. In addition, it is recommended that students purchase the Publication Manual of the American Psychological Association as a resource for mastering APA style writing.

The fundamentals of APA include:
- Typing all papers
- Use of double-spacing and Times New Roman12 point font
- Use of one inch margins on the left, right, top, and bottom of the page
- Indenting five characters for the first line of every paragraph

Professional standards also require the use of well structured sentences, appropriate word choice, writing out contractions (e.g., instead of that’s, use that is), and proper paragraph organization & coherence. Papers should also include title and reference pages. Students are encouraged to use
the department’s resources to improve the quality of their writing. Faculty and staff are committed to ensuring that each student is an effective writer.

Writing Center
If a student desires help in improving his/her writing skills, assistance is available at the Writing Center. This resource is designed to help students develop or improve university level writing skills. The services of the Writing Center can be used voluntarily or students can be referred and required to access this resource based on an assessment of their demonstrated writing ability.

Learning Community
The department offers and facilitates a learning community as an additional resource. Students can receive feedback on completed assignments before submission. Thus, all students are encouraged to take advantage of this time with professors who provide help and constructive feedback on an individual basis.

Social Work Department Library Resources
The La Sierra University library contains reference materials that will be beneficial to your learning. Each year the social work department purchases new books to update our library holdings. The library resources can guide you to valuable materials and sources when completing research papers for your classes. Other useful materials may also be obtained through the inter-library loan system.

III. Late Assignments

One of the goals of the social work department is to prepare students for the entry level professional practice. This preparation includes developing the skill of task management. As such, each student is expected to turn in all assignments on their due dates. We understand that students function in multiple roles with a range of responsibilities. Therefore, we would urge students to pay attention to deadlines and made plans to complete the required assignments by the established due date. One important skill is the ability to set priorities and partialize work. The consequence of failing to meet deadlines and submitting assignments late is a minimum of 20% deduction regardless of circumstances except for death of a close family member and/or illness with a physician’s note. Papers submitted more than a week late will be penalized further or may not be accepted. Students with special circumstances are encouraged to contact the instructor before assignments are due.

IV. Missed Exams

Students must take all exams on the scheduled date. Any exceptions must be discussed with the instructor prior to the exam. According to University policy, permission must be obtained from the Dean of the College of Arts and Sciences if the student requests a change in the date of the final exam.
V. Incomplete Grades

According to LSU policy, incomplete grades are granted only in an emergency situation beyond a student’s control. An incomplete grade can only be considered when the student has completed 75% of class requirements. Even though, faculty can empathize with how challenging the demands of classes can become an incomplete grade will not be given as a remedy for overload, failure of final examination, absence from final examination (for other than an emergency situation), or low grade to be raised with extra work. It is the student’s responsibility to request an incomplete grade from the instructor by completing the Petition to Receive Incomplete Grade form and following the procedure outlined on this form.

VI. Academic Integrity and Honesty

The social work profession is based on strong values and ethics. The National Association of Social Workers Code of Ethics (Adopted by the NASW Delegate Assembly, August 1996) provides a set of standards for the professional practice of all social workers. An important value is integrity. The value of integrity under girds the ethical principle which states that social workers behave in a trustworthy manner.

The Code of Ethics states:

- **4.04 Dishonesty, Fraud and Deception**
  Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

- **4.08 Acknowledging Credit**
  Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social workers should honestly acknowledge the work of and the contributions made by others.

- **2.11 Unethical Conduct of Colleagues**

Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

The complete Code of Ethics can be found in many of your social work texts and can also be found on the web at http://www.naswdc.org/CODE.htm.

These points are underscored because they are part of the profession’s foundation and are consistent with La Sierra University and the Social Work Department’s policies on academic integrity. Therefore, academic dishonesty violates the Social Work Code of Ethics.
Cheating, plagiarism, fabrication, and facilitating academic dishonesty are not tolerated by the social work faculty and will be addressed in accordance with University Policy (see University Bulletin).

It is the responsibility of students to encourage both honest practices and ethical conduct. Students should make concerted effort to ensure all work submitted is their own and utilize appropriate academic assistance or resources, when necessary. Students, therefore, have the responsibility to protect the integrity of theirs and other students’ academic work by engaging in honest and ethical practices.

Turnitin.com

The social work department is committed to helping students utilize writing skills that avoid the unauthorized use of another’s work. To this end our department uses a service, Turnitin, to help “ensure originality of student work.” According to the website located at http://turnitin.com, this service “compares submitted papers to billions of pages of content located on the Internet and
our proprietary databases.” As a result, your social work professors will expect much of your written work to be submitted electronically. Each course syllabus will specify the expectations for that particular course.

VII. Academic Performance

After acceptance in the Department of Social Work, students are expected to maintain an overall grade point average (GPA) of 2.3 or better and pass all social work and cognate courses with a grade of “C” or better, that is 73%.

In addition, students are expected to demonstrate professional integrity in their academic performance. Social work professionals rely on their knowledge base in order to provide competent and diligent service to those they serve. As such, investment in completing reading assignments in order to increase one’s knowledge base is a crucial part of academic and professional development. *Students who come to class with reading assignments completed demonstrate their belief in the professional values of integrity, competence and service.*

Advanced reading of assigned material is required in order to contribute fully to class discussions and dialogue, and to demonstrate mastery of concepts and skills on exams. Students who consistently fail to read assigned material, demonstrate a significant lack of professional integrity. Lack of integrity is viewed as a serious issue of “needed growth” by social work faculty. Faculty evaluations of a student’s readiness for practice will include evaluation of this particular area of growth.

Failure to consistently complete reading assignments will adversely affect a student’s grade in testing and class participation, and ultimately impact faculty’s assessment and appraisal of a student’s preparation for professional service.

Assistance for Physically and Learning Challenged Students

LSU provides reasonable accommodation to students with documented physical and learning disabilities in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Office of Disability Services coordinates all students’ requests for accommodation relating to special needs (physical, learning, or psychological).

Students needing accommodations should contact the Office of Disability Services as early in the quarter as possible by calling 785-2453 or by stopping by ODS located in the lower level of La Sierra Hall.

Social work faculty will discuss accommodations with students only after they have worked with the Office of Disability Services and proper documentation is established.
Nondiscrimination

The Department of Social Work at La Sierra University is committed to the goal of non-discrimination and provides a learning context that operates without discrimination in regard to race, color, gender, age, religion, ethnic or national origin, disability, sexual orientation, or political beliefs.

Grading

Students must receive a 73% or higher in order to pass all social work classes.

Social work courses are evaluated with the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% or lower</td>
</tr>
</tbody>
</table>

This grading system is associated with the department’s overall evaluative rubric/scale that ranges from does not meet expectation to mastery/accomplished.

<table>
<thead>
<tr>
<th>1 Does not Meet Expectations</th>
<th>2 Beginning</th>
<th>3 Developing</th>
<th>4 Proficient/Competent</th>
<th>5 Mastery/Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>62% and below</td>
<td>63-72%</td>
<td>73-82%</td>
<td>83-92%</td>
<td>93-100%</td>
</tr>
</tbody>
</table>

Social work faculty makes every effort to be fair and impartial in the assigning of grades. Grades reflect and capture the “qualitative” differences in student abilities, including: a) Prior preparation and education; b) Current effort and motivation; c) “Natural” inborn differences. Prior preparation and education plus current effort and motivation are extremely important in student outcomes. A student will not earn a grade associated with mastery/accomplished simply by doing the work (quantity). The quality of work is essential.

93-100% = this grade is associated with mastery/accomplished. It indicates that students have mastered the skill or material as proven by their excellence in oral and written work and exemplary performance on exams. A “93-100” grade shows a superior ability to integrate concepts, theories, discussion points, etc., and apply them to problems and issues independently. Students in the category demonstrate superior knowledge, skills, and values relating to most of the important concepts, theories, and issues. The work...
submitted reflects thought, insight, thoroughness, and superior quality. These students show that they fully understand, integrate, and apply the intellectual universal standards in their thinking, speaking, and writing. Usually, this grade reflects an exceptionally better understanding and demonstration of skills than most of one's peers. **Students in this category are distinguished in that they far surpass their classmates or cohort.**

**83-92%** = this grade is associated with proficiency/competency. It suggests that a student has shown a better than average level of knowledge, skills and values relating to important concepts, theories, and issues. Generally, however, the student may need to improve her/his ability to tie things together, i.e., how the parts relate to the whole in the discipline. The works students submit reflect care and completeness and they consistently use, integrate, and apply the intellectual universal standards in their thinking and writing. Performance on exams, written, and oral assignments reflect proficiency and completeness.

**73-82%** = this grade is associated with development. It indicates that students are at a solid level of knowledge, skills, and values in regards to some essential concepts, issues, and theories. They demonstrate a growing/ developing understanding or competency regarding the material. Students at this level may lack specific abilities such as application or integration of concepts, issues, and theory or generalization to new situations on their own. These students show that they have some knowledge and understanding of the intellectual universal standards and integrate them in their thinking, speaking, and writing some of the time. Usually, this grade reflects that a student has met expectations and s/he has a similar understanding as most of his/her peers. Performance on exams, oral, and written assignments reflect that the student is very similar to the norm and s/he operates on the same level as most of his/her classmates or cohort.

**63-72%** = this grade is associated with a beginning level of knowledge, skills, and values. It indicates that while the student has understood some material, there are significant gaps in his/her understanding. Performance on exams, oral, or written works clearly reflects a lack of mastery or competence. Usually this grade indicates that a student is operating at the initial level of mastery or competency.

**62% and below** = this grade indicates that the student has not understood material and has failed to grasp or develop significant knowledge, skills, and values. This grade indicates that a student has not met minimal expectations and is operating at a level that does not meet expectations.

*Source: http://www.lhup.edu/tbaylor/meaning_of_grades.htm*
Section 4: Social Work Curriculum

Requirements for BSW Degree

Graduates of La Sierra University complete required general education curriculum (core breadth and competencies), required courses in the major, and its cognates (i.e. courses required by a major but taken outside the major). Students must meet the graduation requirements as outlined in the University Undergraduate Bulletin that applies to the student’s year of admission.

Students interested in the social work (BSW) degree are expected to obtain a broad liberal arts perspective so they take selected liberal arts courses in addition to taking required classes within social work. To wrap up their program of education, students take a capstone class. This class is taken during the spring quarter prior to the completion of their education where they demonstrate mastery of the curriculum content by taking a comprehensive senior examination.

Social Work Courses

Major courses are grouped under the following eight content areas.

I. Social Work Practice

A. SOWK 204A  Colloquium: Introduction to Social Work Department  1 unit
B. SOWK 204B  Colloquium: Fields of Practice  1 unit
C. SOWK 204C  Colloquium: Case Management  1 unit
D. SOWK 214  Social Work Practice I*  4 units
   (Prerequisite for all methods courses)
E. SOWK 215  Social Work Practice II*  4 units
   (Prerequisite for all methods courses)

*Required for a formal admission to the Department of Social

II. Human Behavior and the Social Environment

A. SOWK 311  Human Behavior & the Social Environment I  4 units
   (Field prerequisite)
B. SOWK 312  Human Behavior & the Social Environment II  4 units
   (Field prerequisite)
III. Social Work Methods
A. SOWK 314 Social Work Methods: Gen. Practice with Individuals 4 units
   (Field prerequisite)
B. SOWK 315 Social Work Methods: Generalist Practice with Groups 4 units
C. SOWK 316 Social Work Methods: Gen. Practice with Communities & Organizations 4 units
D. SOWK 317 Social Work Methods: Generalist Practice with Children & Families 4 units

IV. Social Welfare and Policy
A. SOWK 205 Heritage of American Social Work 4 units
   (Prerequisite for policy)
B. SOWK 405 Social Welfare Policy 4 units

V. Research
A. MATH 155 Introduction to Statistics 4 units
   (Prerequisite for SOWK252)
B. SOWK 252 Understanding Social Work Research Methods 4 units
   (Prerequisite for SOWK 349)
C. SOWK 349 Generalist Social Work Research Methods 5 units

VI. Field Experience
A. SOWK 388 Field Orientation 1 unit
   (Prerequisite for field)
B. SOWK 488 Field Seminar 6 units
C. SOWK 498 Field Practicum 12 units

VII. Capstone Experience
A. UNST 404 Religious, Moral and Social Aspects of Social Work 4 units
   (Prerequisite: senior standing)

VIII. Social Work Electives
2-3 units
   SOWK 286A Substance Abuse
   SOWK 286B Gerontology
   SOWK 286C Juvenile Justice
   SOWK 386A & SOWK 386B Mental Health / Medical Social Work
Bulletin Description of Social Work Courses

Lower Division Courses

SOWK 104 - Introduction to Social Work (4)
Designed as an introductory overview of the social work profession. Fundamental concepts of social work, client systems, fields of practice, history and the current status of social work are covered. Special emphasis will be placed on how gender, race, and culture affect the social and economic vulnerability experienced by people. Students participate in field trips to local agencies and service learning sites. Open to non-social work majors.

SOWK 204 - Colloquium (1, 1, 1)
A seminar of selected topics related to generalist social work practice. The fall quarter colloquium introduces the student to the Social Work Department, the winter quarter examines the fields of social work practice, and the spring quarter focuses on case management. Three units are required. Students are recommended to take courses sequentially in fall, winter, and spring.
SOWK 204A  Introduction to Social Work
SOWK 204B  Fields of Practice
SOWK 204C  Case Management

SOWK 205 Heritage of American Social Work (4)
Analysis of historical development of the social welfare system within the context of economic, political, religious, and socio-cultural influence of each period; historical development of the social work profession and the American welfare state; and implications for contemporary social welfare policies and services.

SOWK 214 - Introduction to Social Work Practice I (4)
Study of theory and principles of generalist social work practice within an ecological framework. Introduction to the generalist intervention model across the micro, mezzo, and macro continuum. Introduction to professional social work values and ethics and issues of diversity underlying generalist practice.

SOWK 215 - Introduction to Social Work Practice II (4)
Continuation of SOWK 214, Introduction to Social Work Practice I, with emphasis on generalist assessment, planning, intervention, evaluation, termination and follow-up across the micro-macro continuum. Special attention given to bio-psycho-social-spiritual assessment, child neglect/abuse assessment, suicide assessment, crisis intervention, content on diversity, oppression, and social justice. Prerequisite: SOWK 214.
SOWK 252/252L - Understanding Social Work Research Methods (4)

Introduction to basic research concepts approaches to research design, and statistical methods of data analysis using SPSS. The course emphasis will be on the importance of evidence-based social work practice. Prerequisites: Social work major or consent of instructor; MATH 251.

SOWK 286 - Special Topics (2-3 units)

Topics of current interest in the field of social work. Each course covers the historical development, central theories, generalist practice assessment and interventions, and policy issues related to that specific topic. Different sections may be repeated for additional credit.

SOWK 286A Substance Abuse
SOWK 286B Gerontology
SOWK 286C Juvenile Justice

SOWK 299 - Directed Study (1-4)

A Directed Study option may be allowed by an instructor (with the director’s approval) to meet the special needs of an individual student.

Upper Division Courses

SOWK 311 - Human Behavior and the Social Environment I (4)

Social systems and ecological approach to understanding human development and behavior from infancy through adolescence; patterns of normative and abnormal development across the lifespan; bio-psycho-social and spiritual factors affecting individuals, families, groups, and communities; implications for the generalist intervention model across the micro, mezzo, macro continuum. Emphasis is on gender, race and class issues.

SOWK 312 - Human Behavior and the Social Environment II (4)

Social systems and ecological approach to understanding human development and behavior from young adulthood through senescence; patterns of normative and abnormal development across the lifespan; bio-psycho-social and spiritual factors affecting individuals, families, groups, and communities; implications for the generalist intervention model across the micro, mezzo, macro continuum. Emphasis is on gender, race, and class issues. Prerequisite: SOWK 311
SOWK 314 - Social Work Methods: Generalist Practice with Individuals (4)

Application of generalist practice to working with individuals. Professional skill development in utilizing effective techniques of worker-client communication, structuring helping interviews, establishing, maintaining, and terminating effective working relationships within a generalist model. Special attention is given to legal and ethical issues, case recording and working with diverse populations. *Prerequisite:* SOWK 214, SOWK 215.

SOWK 315 - Social Work Methods: Generalist Practice with Groups (4)

Application of generalist practice to working with groups. Historical overview of group work and introduction to major theories about group dynamics; emphasis on group development and stages; introduction to interventions with groups. *Prerequisite:* SOWK 214, SOWK 215.

SOWK 316 - Social Work Methods: Generalist Practice with Communities and Organizations

Application of generalist practice to working with communities and organizations. Exploration of the theoretical foundations of community organization as a focus of social work intervention; identification, analysis, and evaluation of community problems; understanding the concepts of power, social policy, social change, and the community as a social system; introduction to and comparison of community organization strategies. Emphasis on serving the vulnerable and oppressed in our society. Students participate in service-learning. *Prerequisite:* SOWK 214, SOWK 215

SOWK 317 - Social Work Methods: Generalist Practice with Children and Families (4)

Application of generalist practice to working with children and families within a systemic and developmental framework; introduction to primary stressors and problems affecting families; and study of interventions which target transactions between families and other social systems; examination of diverse family systems and macro influences; brief introduction to family policy. *Prerequisite:* SOWK 214, SOWK 215.
SOWK 324 Children’s Services (4)

A survey of services for children with an emphasis on the resources that affect the well-being of children and youth. The impact of class, ethnicity, gender, and oppression on children’s potential will be addressed. Emphasis will be given to understanding the systems affecting children and the resources available to them through government and private agencies. Offered in alternate years.

SOWK 349/349L - Generalist Social Work Research Methods (5)

Students employ research methods learned in SOWK 252 and write a research paper reporting data analysis outcomes. Students may collect a small-scale original data or use an existing secondary data relating to a broad range of social work issues. Prerequisite: Social work major or consent from instructor; SOWK 252

SOWK 386 - Special Topics (2 – 3 units)

Topics of current interest in the field of social work. Each course covers the historical development, central theories, generalist practice assessment and interventions, and policy issues related to that specific topic. Different sections may be repeated for additional credit.

SOWK 386A Mental Health
SOWK 386B Medical Social Work

SOWK 388 - Field Practicum Orientation (1)

Introduction to the concepts, components, and expectations of the senior field practicum. Assessment of student interests, skills, and suitability for placement in the practicum. Emphasis on interviewing, selecting, and securing an appropriate field placement. Required of all social work majors during spring quarter of the junior year. Prerequisite: SOWK 214, 215, 311.
SOWK 405 - Social Welfare Policy (4)
Systematic analysis of major social problems of the modern world and the formulation of social policies including social service programs that influence social issues on all levels of society from individuals to organizations and communities. Emphasis is on current state and federal policies and legislation relevant to the vulnerable and oppressed in our society. **Prerequisite:** SOWK 205.

SOWK 488 - Field Seminar (2, 2, 2)
Integration of social work knowledge, skills and values with the field practicum. Application of the role of the generalist social work practitioner to multilevel client systems, agencies, and the profession. Required each quarter of the senior year. Must be taken consecutively fall, winter, and spring quarters. **Prerequisite:** SOWK 214, 215, 311, 312, 314, 388; concurrent enrollment in SOWK 498; successful completion of previous quarter; completion of major admission procedures; senior standing and consent of the field coordinator.

SOWK 498 - Field Practicum (4, 4, 4)
Internship program involving generalist practice with clients in local service agencies; application of generalist social work practice skills. Must be taken consecutively fall, winter, and spring quarters. **Prerequisite:** SOWK 214, 215, 311, 312, 314, 388; concurrent enrollment in SOWK 488; successful completion of previous quarter; completion of major admissions procedures; senior standing and consent of the field coordinator. **Recommended:** SOWK 315 and SOWK 317.

SOWK 499 Directed Study (1-4)
A Directed Study option may be allowed by an instructor (with the director’s approval) to meet the special needs of an individual student.
UNST 404P Religious, Moral, and Social Aspects of Social Work *(4)

Capstone course integrates the baccalaureate experience into a coherent whole. Students explore significant social work issues, bringing their experience and knowledge to bear on the interaction of their values and skills within the major. In this integrative experience, students take the senior comprehensive exam. Prerequisite: senior standing

Senior Comprehensive Examination

All students graduating from La Sierra University must take a senior assessment exam. Social work majors are required to take the social work comprehensive exam instead of the University’s senior assessment exam. This exam, consisting of written and oral portions, is given in the spring quarter of the senior year in the context of UNST 404P. The purpose of the exam is to assess the student’s knowledge and to evaluate the student’s ability to integrate this knowledge into a cohesive whole. The preparation for and taking of this exam help students to synthesize materials learned over their course of study and allows students to demonstrate competency in the application of this knowledge. It is recommended that students keep copies of all course materials to review in preparation for this comprehensive exam. Students have found this process to be a very helpful preparation for employment and interviews for advanced standing graduate school admission.

A student must receive a grade of 73% (“C” or higher) on each portion, written and oral, to pass the exam. If a student does not pass the exam, s/he retakes the portion(s) of the test as determined by the faculty. Generally this does not mean retaking the entire exam. This process ensures that the student has successfully grasped the key concepts in each curriculum area.

Generally, students take this exam during their senior year while in field practicum. If a student is not graduating at this time and wishes to take the exam the following year, the student must request and be granted permission from the social work faculty to do so. The exam is given only once during the year. It is the student’s responsibility to make certain that this requirement is met prior to graduation.
Sample of Specific Content Areas Covered in Social Work Foundational Courses

**SOWK 214 – Intro to SW Practice I**

Profession of Social Work
Dimensions/Components of Generalist Social Work Practice
Micro, Mezzo, Macro Practice Skills, Knowledge, & Roles
Introduction to planned changed process- Generalist Intervention Model (GIM)
Values and Ethics - Ethical Decision-making
Human Diversity
Theory
Systems
Ecological
Strengths, Resiliency and Empowerment approaches
Ecosystem

**SOWK 215 – Intro to SW Practice II**

7 steps and associated tasks of the GIM - Application to case scenario/vignette
Important assessments & tools
Bio-psycho-social spiritual assessment
Suicide assessment
Child abuse assessment
Human diversity / Populations-at-risk
Cultural competence, ethnic and gender sensitive practice
Evaluation of Practice- Micro----Macro
Theory
Systems
Ecological
Strengths, Resiliency
Ecosystem

**SOWK 311- HBSE I**

Prenatal – middle childhood development across important domains
Physical/Biological
Cognitive/Psychological
Social/Emotional
Spiritual
Theories that focus on the domains of development across lifespan
Macro issues and theories
Issues and factors that impact life course and life trajectory
Human diversity /Populations-at-risk
Empirical findings
Application to individuals, families, groups, & organizations
SOWK 312 HBSE II

Adolescence – late Adulthood development
Physical/Biological
Cognitive/Psychological
Social/Emotional
Spiritual
Theories that focus on the domains of development across lifespan
Macro issues and theories
Issues and factors that impact life course and life trajectory
Human diversity /Populations-at-risk
Empirical findings
Application to individuals, families, groups, & organizations

SOWK 314- Methods: Individuals

Counseling & interviewing skills, techniques, and methods
Self-awareness & use of self
Theoretical framework for working with individuals
Application of GIM to a “real” case
Legal & ethical issues
Practice evaluation
Human diversity
Cultural responsiveness & competence

SOWK 315: Methods: Groups

Theoretical frameworks
Planning and implementing a group
Types of groups
Group development, structure, and dynamics
Stages of groups
Roles members adopt
Group leadership and facilitation
Analysis of a group
Proposal for a treatment or task group
SOWK 316: Methods: Communities & Organizations:

Macro social work with organizations – program development, social work administration, & organization development
Macro social work with in communities – community planning, community development, & community organizing
How can you implement changes with communities AND organizations?
Techniques and methods to solving social problems & making social changes
Social work practice at the national & international levels – policy advocacy, social movements
Rational problem solving vs. social thinking
Social leadership
Models to understand social problems
Developing and working with tasks groups

SOWK 317: Methods: Children & Families

Family engagement
Qualitative & quantitative assessment
Planning & intervention
Working with children
Special topics relating to families
Diversity & cultural responsiveness
Awareness & implication of family of origin issues
Application to case scenarios
Theory
Family systems
Developmental stages of families
Preservation
Various family therapy frameworks
Family strengths & resilience
Ecological

SOWK 205/405 – History/Social Welfare Policy

Historical view of the social work profession and social welfare
Significant individual who played a role in social work and social welfare
Ideologies & viewpoints that influence social welfare and policies
Social policies impact on diverse client systems & population
Social problems / issues & relationship to social policies
Legislative Days
Creating and changing policies/laws
Policy advocacy and analysis
SOWK 252/349 – Social Work Research

Quantitative and qualitative approaches to research
Practice & program evaluations
Reliability and validity
Inductive and deductive reasoning
Probability and non-probability sampling
Data collection, organizing, and analysis
Hypothesis; independent and dependent variables
Levels of measurements
Ethical and human diversity issues
Parallels of research and practice; evidence-based practice
Descriptive & inferential statistics
Research project
SPSS

SOWK 488/498 – Field Seminar & Practicum

Putting it all together through working at an agency with client systems
Application of methods courses
Self-awareness
Use of self
Case presentations
Practice and program evaluation
Process recordings
Micro, mezzo, and macro assignments
Sample Sequence of Social Work Classes – Four-Year Traditional Students & Transfer

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111 English</td>
<td>ENGL 112 English</td>
<td>ENGL 113 English</td>
</tr>
<tr>
<td>PSYC 104 Gen. Psychology</td>
<td>SPAN 102 Beginning Spanish II</td>
<td>Religion Course</td>
</tr>
<tr>
<td>SPAN 101 Beginning Spanish I</td>
<td>PEAC 120 Health &amp; Fitness</td>
<td>SPAN 103 Beginning Spanish III</td>
</tr>
<tr>
<td><em>SOWK 204A Colloquium: Intro. to Social Work</em></td>
<td><em>SOWK 204B Colloquium: Fields of Practice</em></td>
<td><em>SOWK 204C Colloquium: Case Management</em></td>
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**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SOWK 204A Colloquium: Intro. to Social Work</td>
<td>SOWK 204B Colloquium: Fields of Practice</td>
<td>SOWK 204C Colloquium: Case Management</td>
</tr>
<tr>
<td>SOWK 214 Soc. Wk. Practice I</td>
<td>MATH 251 Statistics</td>
<td>Religion Course</td>
</tr>
<tr>
<td>SPAN 201 Intermediate Spanish I</td>
<td>History Course</td>
<td>HUMN 204/205 Exploring American Culture</td>
</tr>
<tr>
<td>Electives</td>
<td>Sociology Course</td>
<td>BIOL 107 Human Biology</td>
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**Third Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>SOWK 315 Methods: Groups</td>
<td>SOWK 311 HBSE I</td>
<td>SOWK 312 HBSE II</td>
</tr>
<tr>
<td>Fine Arts Course</td>
<td>SOWK 405 Soc. Welfare Policy</td>
<td>SOWK 314 Methods: Individuals</td>
</tr>
<tr>
<td>Physical Science course with lab</td>
<td>SOWK 252 Understanding Social Work Research Methods</td>
<td>SOWK 388 Field Orientation</td>
</tr>
<tr>
<td>RLGN 305 Experience of Religion in Three Cultures</td>
<td>SOWK 316 Methods: C &amp; O</td>
<td>SOWK 349 Generalist Social Work Research Methods</td>
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**Fourth Year**

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<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>SOWK 488 Field Seminar</td>
<td>SOWK 488 Field Seminar</td>
<td>SOWK 488 Field Seminar</td>
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<tr>
<td>SOWK 498 Field Practicum</td>
<td>SOWK 498 Field Practicum</td>
<td>SOWK 498 Field Practicum</td>
</tr>
<tr>
<td>Religion Course</td>
<td>Social Work Elective</td>
<td>Electives</td>
</tr>
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</table>

* Colloquium can be taken in 1st year or in 2nd
## Transfer Student Sample Sequence of Social Work Classes
### Transfer Students Graduating in Two Years

<table>
<thead>
<tr>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>SOWK 204A Colloquium: Intro. to Social Work</td>
</tr>
<tr>
<td>SOWK 205 Heritage Am. Soc. Wk.</td>
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<tr>
<td>SOWK 214 Soc. Wk. Practice I</td>
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<tr>
<td>Religion Course</td>
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</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>SOWK 488 Field Seminar</td>
</tr>
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<td>SOWK 498 Field Practicum</td>
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<td>SOWK 315 Methods: Groups</td>
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<td>RLGN 305 Experience of Religion in Three Cultures</td>
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## Transfer Student Sample Sequence of Social Work Classes
### Transfer Students Graduating in Three Years

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<th>Third Year</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>SOWK 204A Colloquium: Intro. to Social Work</td>
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<td>SOWK 205 Heritage Am. Soc. Wk.</td>
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<td>SOWK 214 Soc. Wk. Practice I</td>
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<td>SOWK 315 Methods: Groups</td>
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<td>NSCI 404/405/406 Scientific Foundations</td>
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<td>RLGN 305 Experience of Religion in Three Cultures</td>
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<td>SOWK 315 Methods: Groups</td>
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<td>NSCI 404/405/406 Scientific Foundations</td>
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<td>RLGN 305 Experience of Religion in Three Cultures</td>
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<tr>
<td>SOWK 488 Field Seminar</td>
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<td>SOWK 498 Field Practicum</td>
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<td>SOWK 317 Methods: Child/Family</td>
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Section 5: Social Work Department Admissions

Admission

One of the goals of our Social Work Department is to help students determine if social work is an appropriate major and career choice. Admission criteria and procedures are essential to help students and faculty assess the fit between the student and the social work profession. This process allows students and faculty to explore each student’s commitment to the values, beliefs and ethics of the profession and to truthfully examine his/her suitability to be social workers.

In addition this process helps students evaluate the profession to determine if they will be happy with this chosen line of work.

An important part of this process is the social work faculty’s assessment of the student’s aptitude and motivation for a career in social work. The assessment includes evaluating students demonstration of values consistent with the National Association of Social Work Code of Ethics.

In sum, the admission process is important because it:

- ensures the potential for students’ success in meeting the challenges of a social work career
- maintains program integrity
- protects future clients and safeguard the public trust
- complies with accreditation standards

The Council on Social Work Education requires that departments and programs of Social Work have policies and standards to determine if students are competent and will be able to work in the field. With this mandate in mind, the goal of the Social Work Department at La Sierra University is to identify areas of concern early in the educational process and to assist students who are struggling to resolve issues so that they can succeed.

Areas of concern regarding a student’s success in the profession are addressed in two main ways – informally and formally. Concerns about students are dealt with informally through confidential discussions with faculty and in the quarterly advising process. Areas of concern are addressed formally through the process of Admission to the Social Work Department, Admission to the Field Practicum, and again prior to graduation through the Senior Comprehensive Exam.
Admission Criteria

Although students may declare a social work major through the Advising or Registrar’s offices, formal acceptance to the Social Work Department occurs when the following criteria have been met. To be accepted as a social work major a student must:

Have a 2.3 overall grade point average
Successfully completed selected liberal arts courses that include ENGL 111/112/113 (or equivalent) and PSYC 104 (or equivalent) with a “C” or better
If applicable, successfully completed MATH 006 and 007 courses
Successfully completed SOWK 214 and SOWK 215 with a “C” or better
Completed the personal statement (assignment in SOWK 214)
Completed the Application for Admission & Self assessment (assignments in SOWK 215)
Signed a statement signifying that student has read and will act in accordance with the NASW ethical guidelines
Demonstrated ability to be successful in social work education.
Met with Social Work faculty.

Note: Students with criminal records, regardless of the status of legal charges, will be further reviewed by the Admission Committee prior to formal acceptance to Social Work Department. In some cases, those who meet all of the above criteria may still be denied a formal admission by the Committee with an aim to protect social work clients from potential harm.

Application and Admission Process

Students apply for admission to the Social Work Department after the above criteria have been met and before beginning field practicum. Once a student has completed the criteria outlined above, the Admissions Committee, consisting of all full-time social work faculty will review the student’s materials.
The Admissions Committee meets early spring quarter to review admission application files and to make decisions regarding admissions. Prior to meeting as a full committee, each social work faculty member independently reviews each student’s file and rates the student using the Admissions Committee Rating Sheet. Faculty then brings completed rating sheets to the admissions meeting for comparison and discussion. The Committee reviews the compiled results of the Admissions Rating Sheet and reaches consensus regarding admission. Students are informed in writing of the decision of the Admissions Committee within ten calendar days of the Admissions Committee Meeting.

The Admissions Committee may take any one of the following admission actions:

1) Acceptance to the Social Work Department;

2) Conditional or provisional acceptance with specific expectations that must be met and are stipulated in a formal contract;

3) Denial of admission to the Social Work Department.

Acceptance to the social work department means that the student has presented evidence in support of meeting the minimal requirements and is therefore now an official social work major. If the Admissions Committee believes that a student has not and is not able to meet the admissions criteria, the student is denied admission to the Social Work Department. In this case, the faculty will refer the student to the appropriate university resources so that the student can consider other possible majors and career options.

On the other hand, if the faculty believes that the student has the potential to be meet all the minimal requirements but may need to complete or fulfill specific prerequisites, a conditional acceptance may be given. The student is then asked to sign a contract that formally outlines either personal or educational goals that must be met within a specific timeframe. Once the conditions have been successful met, the student is then formally admitted into the department.

Note: According to Morrow’s work, *Gatekeeping for small BSW programs* published in the Journal of Baccalaureate Social Work in 2000, the most commonly cited reasons for denial of acceptance include failure to maintain the necessary academic criteria or failure to meet nonacademic criteria such as the lack of adherence to professional social work values or the NASW Code of Ethics, unresolved personal issues that impair performance in the classroom or in the field, evidence of current chemical dependency, lying, cheating, or plagiarizing in coursework, evidence of criminal activity occurring during enrollment or prior to enrollment and becoming known after enrollment, or persistent inability to meet deadline dates on assignments and projects.

Appeals Process for Denial of Admission

A student who is denied admission may enter a formal appeals process. To do so, the student must submit a written statement to the Social Work Department director within ten calendar days of the date of the letter of notification from the Admissions Committee. In this letter the student
must clearly state the reasons for disagreement with the Admissions Committee’s decision. The Appeals Committee will meet within ten (10) calendar days of the receipt of this letter to review the appeal.

The Appeals Committee consisting of all full-time social work faculty, one non-social work faculty member chosen by the student, and at least one representative of the Social Work Advisory Board, will invite the student to present his/her case to the committee. The Appeals Committee will once again consider the student’s application and will reach a decision, giving that decision to the student in writing within five (5) calendar days of the appeal meeting. If the student continues to disagree with the decision of the Appeals Committee, the student may appeal the decision beginning at Step Three of the Student Academic Grievance as described in the LSU Student Handbook and the LSU Undergraduate Bulletin.

Admission for Transfer Students

A student desiring to transfer to La Sierra University meets with a member of the social work faculty to review all transcripts to complete a tentative evaluation. During this process the faculty member is able to tentatively determine which general education and cognate classes have been met and which classes remain. If the student is applying for admission to the ACCESS program, a staff from this program reviews the transcripts and completes the tentative evaluation. This tentative transcript evaluation is used for advising purposes until a formal transcript evaluation can be completed by the Registrar’s Office.

To begin the process for an official evaluation, transfer students must have copies of official transcripts sent to the Registrar’s Office from each school previously attended as soon as possible upon admission to La Sierra University. A formal transcript evaluation cannot be completed until the University has this information. If a student does not agree with a decision by the Registrar’s Office, the student may file a Petition for Academic Program Variance by providing the rationale and supporting documentation for reconsideration of academic credit.

If the student has taken social work courses at either an accredited or unaccredited department or program of Social Work, the social work faculty decides on a case-by-case basis if credit will be given for those courses. The department chair meets with the student and reviews the related course material including the course goals and objectives, the course syllabi, textbook(s), course assignments and any other relevant materials to determine if the course is substantially equivalent in academic content to the course offered at La Sierra University. Then in consultation with other faculty members, determines if the course meets the standards set by the department.

If the course meets the academic content standards, appropriate credit is given, but if the course does not meet the standards, the course must be repeated at La Sierra University. Transfer students must also follow the procedures outlined above in Admission to the Social Work Department.
Requirements after Admission

After acceptance into the Social Work Department, students are required to meet the following criteria in order to complete the BSW degree:

- Maintain a 2.3 overall grade point average (GPA)
- Obtain a “C” or better in all social work and cognate courses
- Complete the requirements for admission to field practicum and successfully fulfill all requirements for field education
- Demonstrated knowledge and skills of competencies by passing the written and oral senior comprehensive exam with a 73% or higher.
- Demonstrated ability to be successful in the social work profession.
- Demonstrated commitment to the profession of social work by going beyond knowing the core values and ethical standards to having them consistently reflected in oral & written communication, interactions, and decision-making

In addition, social work students are subject to the policies established by La Sierra University for all students to maintain their social work major status.
Section 6: Skills for a Successful Social Work Student*

There are 2 broad categories of skills that every social work student needs to acquire so that s/he can be successful as a student and as a professional. These broad categories are academic and professional skills.

**Academic Skills**

The basic academic skills that research indicates are important to success are:

Reading
Writing
Studying

**Academic Skill - Reading**

Successful students know that there are different kinds of reading and they know the appropriate times, situations, and contexts in which to use them. The types of reading include:

- Skimming
- Scanning
- Study reading

Use skimming when you want to identify quickly the main idea or to determine if an article is of interest. Use scanning when you know what you are looking for and you want to identify specific information. Your focus is on finding a specific answer. When you skim and scan the information is stored only in short-term memory. Your brain does not retain the information. You use study reading, however, when your purpose is to absorb and retain information. This type of reading is the one you will need to use throughout your educational journey.
In *study reading*, concentration on each concept is necessary. Thus, you must not expect to read from your textbooks in the same way that you would read from a novel or popular magazine. *Effective study reading is slow and at times tedious work,* but it is the most satisfying of all reading. *Study reading gives you the benefit of passing exams and earning better grades,* but more importantly, *it bestows on you the power of knowledge that accumulate course after course.*

Many students believe that speed studying is an effective method. This is a myth! Do Not Buy into this belief. Comprehension and the ability to apply what you read suffer greatly when you speed read. There is no such thing as speed reading to study and remember. There are no shortcuts. You must be prepared to get down to the hard but rewarding work of study reading.

One method that can help you engage in *study reading* is SQR3 developed by Francis Robinson. **SQR3 =** *Survey, Question, Read, Recite, and Review*

**S** = Survey –
Read chapter title, introduction and summary (this will help you focus on the main points that will be discussed)
Pay attention to the headings, subheadings (this reveals how content is outlined and provides ideas quickly and readily; subheadings give you an idea of the significant subject areas within a major heading)
Study all graphics and illustrations (consider what they are telling you and how they fit into the structure of the chapter)
Look for terms that are boldfaced or italicized (this means that the author is calling attention to them for a reason)
Look at the summary questions at the end of sections or chapters (this helps you recognize what author considers important)

*Surveying is an important step in the process. It usually takes 5 to 15 minutes depending on the chapter’s length. In that time you can absorb and retain 50-60% of the important information in the chapter.*

Q = Questions –
Turn the chapter objectives and headings into your own questions –the better the questions the better your comprehension
As you read try to find the answers

R = Read –
Read through the text slowly – absorb as many ideas as you can
Connect the ideas in the text to what you already know -reflect on any experience or mental pictures that relates to the passage
Make notes in the margin / underline words in the passage or draw a diagram or picture connecting terms and concepts
Summarize main points in your own words

R = Recite –
Read information out loud or state the information from passage out loud in own words
Say the central ideas out loud like you are dictating a letter
If the ideas readily come to mind as you recite them then you understand what you are reading

R = Review –
After you finish reading the chapter, skim back over it looking over your notes or diagrams -reflect on whether your notes make sense
Reread any passage that you underlined or highlighted
Test yourself to see if you can answer all the questions you and the author posed

Reading is active not passive. It is your responsibility to take the information in the textbooks and make it your own. This process takes hard and active work.

Every time you sit down to read, first review what you already know. Doing this activates prior knowledge, warms up your memory, and creates “hooks” on which to hang new information. Do
not skip this step – it might seem useless especially when your energy is low or if you just want to get into the serious reading.

Once you have activated prior knowledge remain active by asking questions and drawing conclusions. The more questions you ask of the text the more answers you find. We remember answers to our own questions more often than we remember information that comes to us without asking.

Make your own conclusions as you read. Transform the information from something that is a neutral fact into something that is evidence for your position or a contradiction that forces you to rethink your position.

In addition to activating prior knowledge, questioning and drawing conclusions, an active reader must think ahead. Anticipate what information comes next and consider how it relates to what you have just read. This process moves upcoming information from neutral data to a challenge you set for yourself.

Effective reading, then, is an active process that requires your full participation!

Academic Skill - Studying

Effective studying requires us to develop the attitude that you are in charge of your learning. You must take personal responsibility for your learning and accept that as empowerment. As potential social work professionals, you should not be involved in learning as a means to get good grades or a college diploma, but you should continue to be involved in learning for the sake of learning.

Important and general study tips

Believe in yourself – if you believe in yourself you will reach your true and full potential

Discipline yourself – self control and discipline are the cornerstones to success; self discipline gives you the strength to maintain your study skills and this is when your true abilities soar

Filter information – distinguish between what is important and what is not; filter out unnecessary information and focus on relevant material

Practice output and input – your brain is like a computer; the information you study is input. As you study, your brain processes the information and turns it into useful information called output. Devise several patterns of output so information can be recalled easily.
Use of as many learning modalities/styles as possible – combine as many as you can and create a study skill “toolbox” that empowers you in every way; engage all of your senses in learning.

Be active in your studying – use the information; do something with it.

Prepare...prepare...prepare – quality preparation makes the difference between mediocre performance and excellent grades.

Specific study tips for specific learners

**Study tips for visual learners**

- Study away from visual distraction – never study in front of the TV
- Use drawings, symbols, colors in your notes – do something you can see
- Make charts, graphs, and other visual organization tools
- Use different color highlighting to emphasize important facts & ideas
- Use color index cards to make flash cards – separate them into “know” and “do not know” piles as you study
- Study illustrations, charts, maps in your textbook
- Use “visual exaggeration” to remember facts and details
- Always write down your notes – do not rely on your listening skills

**Study tips for auditory learners**

- Study in a quiet place with not outside distraction
- Talk and read aloud
- Say aloud over and over again the things you are trying to learn
- Discuss the material with others
- Teach the material you are learning to others
- Tape record notes and other material you must learn – listen to them in various contexts, e.g., while riding in the car, eating, falling asleep and when you think you know the material recite it along with the tape
- Put information to a tune you already know or create rhymes and poems to help you learn
- Ask someone to quiz you orally
- Join a study group to verbally interact while studying
Study tips for kinesthetic learners

Use hands gestures to emphasize points
Write things you have to learn several times on paper; write them “in the air”
Read while pacing, walking, or bouncing a ball
Act out what you are trying to learn, e.g., act like a teacher and teach someone else the material
Use activities, e.g., games to help you learn
Ask someone to talk through the information with you while you do something active, e.g., shoot baskets, jump rope, and walk
Take breaks when you sit to study – study in frequent, short blocks of time
Write and draw concepts you are studying to help you absorb and retain the information
Make colored strips of paper that tells about different concepts – link the strips together
**Academic Skill - Writing**

Written assignments are an important part of university education. They give you a chance to exercise your skills at assessing evidence, developing and evaluating arguments, and expressing your views. Writing also allows you to learn a great deal about a subject and about yourself.

In many courses, essays and papers are a major component of evaluating the level at which you can:
- Develop a focused point of view
- Gather details, e.g., facts, examples, reasons, to support key ideas
- Demonstrate your thinking and reading ability
- Organize material and yourself
- Make connections or draw conclusions

Written assignments also offer you the opportunity to work in depth with a focus on a substantial outcome. When you are given a writing assignment it is, therefore, important for you to clearly understand what you are required to do.

Read the questions or instructions carefully and note what does the question ask you to do? **This is the first stage in the writing process.**

Does it ask you to?
- Discuss = put the case for and against a proposition, and end with some statement of your own position.
- Compare = list, in an extended way, points of similarity between two or more subjects.
- Contrast = list points of difference between two or more subjects.
- Consider or evaluate = describe the subject and say how effective you think it is.
- Summarize = put together all you know about a topic.
Once you have clearly understood what is required it is time to continue with the other stages of writing:

**Focus your topic** – develop a thesis statement / sentence

**Brainstorm** – generate ideas; write everything you can think of about your thesis

**Organize your material** – relevance is the key word at this stage; ask yourself, “What is relevant to my thesis sentence?”

**Write the first draft** – do not be concerned about polish or perfect writing; at this stage your writing is called a rough draft because it is far from clean and finished

**Just do nothing** – Let it sit, let it simmer; put it aside for a few days. Do not read it over or try to rewrite it; you are more likely to make objective improvements if you allow a few days to pass

**Revise and edit** – this stage requires careful attention; first read for content only next read it again for mechanics, then read again for style. Read your assignment a final time to assess the organization. This is also the stage to reorganize or take out sections.

**Write the second draft** – write more slowly and carefully this time; consider your word choice, vary your sentences, and avoid mechanical mistakes such as misspelling. At this stage you want to ensure that the content has clarity, accuracy, precision, relevance, depth, breadth, logic, and significance

**Polish and shine** – proofread and look for errors of any kind, e.g., misspellings, misplaced commas, poor wording, short choppy sentences; these errors diminish the effectiveness of your writing.

**Make sure you have a perfect paper** – correct all mistakes before submitting it for a grade

In addition to the stages of writing it is necessary for you to implement **3 secrets to successful writing**:

Start early

Divide and conquer

Make time for rewriting

**Start early** –
The biggest mistake in writing is starting the project too late to do a good job; avoid the trap of procrastination. The number one rule of writing is always start writing the day the paper is assigned.

**Academic Skill - Writing continues**

**Divide and conquer –**
Cut the big job into a series of smaller tasks that is easy to start and manage. Break it down into pages or sections – write one page a day or write the introduction one day, the first paragraph of the body, etc.

**Make time for rewriting –**
Write a first draft then put it away for a few days then come back to it and begin the task of editing and rewriting. Setting aside time to edit and rewrite can dramatically improve your grade. It is one of the most important steps in writing.

*Information on skills for success was taken from Bryde, L (2007) Skills for a successful student*
Professional Skills

There are 2 basic skills necessary for professional social workers-
Critical thinking*
Self-assessment*

Critical Thinking

Michael Scriven & Richard Paul from the *National Council for Excellence in Critical Thinking Instruction* define critical thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information. It is based on universal intellectual values of: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking which attempts to reason at the highest level of quality in a fair-minded way. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism.

Critical thinkers work diligently to develop the virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason. They strive to improve the world in whatever ways they can and contribute to a more rational, civilized society. They attempt to live rationally, reasonably, and empathically.

They strive never to think simplistically about complicated issues and always consider the rights and needs of relevant others. They commit themselves to life-long practice toward self-improvement. They embody the Socratic principle: *The unexamined life is not worth living*, because they realize that many unexamined lives together result in an uncritical, unjust, dangerous world. – Linda Elder, September, 2007

A critical thinker:

raises vital questions and problems, formulating them clearly and precisely
gathers and assesses relevant information, using abstract ideas to interpret it effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards

thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences

communicates effectively with others in figuring out solutions to complex problems

carefully examines and evaluates beliefs and actions

Does critical thinking matter?
Historical and empirical research show that critical thinking does matter.
Clients are more likely to receive better services if social workers use critical thinking.
Caring is not enough to protect people from harmful practices and to ensure that they receive helpful services.
Critical thinking will help you make wise choices that are most likely to help clients attain the outcome they value.

The danger of thinking in an uncritical way is that:
Time and resources may be wasted
Clients may not get the help they need
Ineffective or harmful methods may be chosen because of faulty reasoning

Some practice errors that may occur because of failure to use critical thinking include:
Misclassifying clients
Focusing on irrelevant factors
Selecting weak intervention methods
Overlooking assets
Describing behavior unrelated to its context

To think critically about a subject, you must know something about it. Possessing relevant bodies of information helps you think critically. Specialized knowledge is required if you are to think effectively in any area. In general, the more you know the better.

Ways to engage in critical thinking include:
Carefully examine and evaluate beliefs and actions
Pay attention to the process of reasoning
Use the standards of clarity, accuracy, relevance, and completeness

Evaluate evidence

Consider alternate points of views and critique fairly all views

Be genuinely fair-minded in accurately presenting opposing views

Use “language of thoughtfulness”– language is important whether you speak, write, or use graphics – be careful that terms are clarified, non-biased, and neutral

Self-assessment

As students you will be called upon to complete self-assessments throughout your program of education. The skill of self-assessment requires self-knowledge and self-awareness. When you have self-knowledge and awareness, you engage in accurate self-assessment. Knowledge and awareness of oneself facilitate careful evaluation; they minimize the risk of overvaluing or undervaluing abilities, skills, and knowledge.

The process of self-assessment invites you to question what do I believe? Why do I believe it? Can I make a well-reasoned argument for my position? How am I doing? Do I really understand this point? What are my biases? It also encourages you to be aware of what you know and do not know and to reflect on why you act in certain ways and what the consequences may be.

To truly assess one self, you must have knowledge of your personal and professional strengths and limitations and how they influence your style of interaction and your approach to problem-solving and decision-making.

The value of self-assessment cannot be overstated because the tools we use in our profession lie within us. Thus we must be able to evaluate whether our “tools” are helping or hindering our clients’ growth and development. For this reason you are given ongoing opportunities to evaluate yourself informally and formally. A formal self-assessment occurs as a part of Introduction to Social Work Practice II, Field Orientation, and Field Seminar.

Copies of self-assessment are in the appendix

*Information on critical thinking and self-assessment was taken from Gibbs & Gambrill (1999) Critical thinking for social workers
Section 7: Advising

Advising is an important component of your social work education. So, each social work major is assigned a social work faculty advisor.

It is the Social Work Department’s policy that each student seeks professional advising from her/his social work faculty advisor at least once per academic year, and preferably each quarter. The purpose of professional advising is twofold:

- To provide guidance so that you achieve your ultimate professional goals
- To review your academic performance systematically

In addition, advising helps students enroll in appropriate courses to fulfill the University’s general education and social work requirements. It helps students outline a course of study for each quarter that takes into account students’ unique needs and situation. Students are to meet with their advisor prior to enrollment in each quarter.

Based on our commitment to students’ success and in an effort to support that success, the social work faculty will be proactive in identifying academic concerns or personal difficulties that are negatively impacting academic performance. Once identified, the student and faculty will develop a plan of action with potential solutions.
Although the student is ultimately responsible for making certain that s/he meets the requirements for graduation, the advisor can assist with this process. Appropriate advising maps out a plan that accounts for the number of units a quarter the student wishes to take, identifies course sequencing to meet prerequisites, discusses off-campus options, and clarifies student responsibilities (e.g. having transcripts sent from other institutions, completing evaluation request forms and graduation applications, etc.).

It is essential that the student and the advisor each do their part in the advising process. The student’s responsibility include coming to the advising meeting with the course schedule and a written tentative plan as to what courses s/he would like to take in the following quarter. This written plan should include the day/time that the class is offered so the student can begin to address any time conflicts.

The advisor will assist the student in understanding the graduation requirements and will make course recommendations. In addition, the advisor will give the student the official paperwork that is needed for on-line registration. It is recommended for you to keep all your information on advising, registration, and transcript in a specially marked folder so that these important documents do not get misplaced and are readily available when needed.

Advising dates are set by the University and are adhered to by the social work faculty. Generally, advising begins three weeks prior to the beginning of the next quarter. Advisors put a schedule of available advising times on their door so students can sign-up for a meeting time. If the times posted are not convenient for the student, it is the student’s responsibility to contact their faculty advisor to discuss alternate times.

All students enrolled as Social Work Majors must receive formal academic advising from a social work faculty member, as required by the CSWE. This includes students who registered through the ACCESS program.

Late registration fees are charged if a student does not register by the first day of instruction. It is the student’s responsibility to adhere to this deadline. Do not wait until the last minute to register. It is important to plan ahead!

Instructions for Advisement

Bring the completed student checklist (Graduation Requirements) to the advising meeting.

Focus on completing the general education requirements first.

Write out a tentative class schedule for the quarter.

Write out any questions about the schedule or the graduation requirements to discuss with your advisor.

Meet with your advisor to discuss your plan of study and to receive the formal registration form.

Advising for Transfer Students

Transfer students are encouraged to have copies of official transcripts sent to the Registrar’s Office from each school previously attended as soon as possible upon admission to La Sierra
University. A formal transcript evaluation should be requested by the student, but cannot be completed until the University received copies of all official transcripts. Academic advising prior to the completion of the transcript evaluation by the Registrar’s Office is tentative, and therefore, can be inaccurate and subject to errors.

Requesting an Evaluation/Summary of Graduation Requirements

It is recommended that students request an evaluation (personalized summary of graduation requirements) at the end of their sophomore or at the beginning of their junior year of enrollment. To initiate this process, students should complete the Academic Credit Evaluation Request form available in the Office of the Registrar.

The Registrar then sends the student a summary of graduation requirements that clearly outlines what courses the student has successfully completed and which courses must be taken in order to earn a degree in the student’s major field of study. This information is immensely helpful to the student and the advisor in the advising process. Application for Graduation

Every student anticipating graduation must file an Application for Graduation with the Office of the Registrar at least three quarters prior to the expected date of graduation. These forms can be obtained from the Registrar.

Section 8: Field Education

Field Practicum

Integral to social work education is the application of the values, knowledge and skills gained in the classroom. This integration and application of practice skills occurs in the student’s senior year in the field practicum. Students participate in 480 hours of hands-on training in an agency setting where they work directly with clients under the supervision of a professional social worker.

The field experience consists of SOWK 488 Field Seminar (2 units each quarter) and SOWK 498 Field Practicum (4 units each quarter), which are taken concurrently, and consecutively in fall, winter and spring quarters. Since the field experience is cumulative in nature, should a student does not successfully complete one quarter of field seminar or practicum, the student will need to repeat the complete sequence the following academic year.

The Coordinator of Field Education is responsible for the every aspect of field education. Students in field are given a field practicum manual as a resource for the field experience. For students with part-time or full-time employment, it is the students’ responsibility to adjust their work hours to fulfill the total field practicum hour requirement in an approved agency setting to pass the SOWK 498 Field Practicum course.
Admission to Field Practicum

Prerequisites for field practicum include successful completion (grade “C” or higher) of:
SOWK 214/215 Introduction to Social Work Practice I/II
SOWK 311/312 Human Behavior and the Social Environment I/II
SOWK 314 Social Work Methods: Generalist Practice with Individuals
SOWK 388 Field Practicum Orientation
Formal admission in the Social Work Department

In addition to the above prerequisites, students must also complete the admission procedures for field education and an end of junior year assessment. Students are also required to submit a background check report to the coordinator of field education, be of senior standing, and have the consent of the field coordinator and the Social Work Department chair.

Student Background Check

Students working in the field are assigned with professional obligations and need to adhere to agency policies for employees and volunteers. In keeping with professional standards, La Sierra University Social Work Department requires students to complete a background check including social security verification and criminal history report prior to entering the field practicum. The process to obtain this report and clearance will be informed in Field Seminar Orientation class and students are responsible for paying the expense (approximately $45) prior to field practicum placement.

Field Practicum Placement Procedures

Students are introduced to the myriad of field placement opportunities available in SOWK 388 Field Practicum Orientation taken spring quarter of the junior year. The primary goal of SOWK 388 is to orient and familiarize students with the expectations, responsibilities, and outcomes of the field practicum. The coordinator of field education assists the students with:

Becoming aware of field practicum opportunities in the community
Completing three interviews for possible field practicum sites
Matching student –field instructor (social work agency supervisor) preferences
Meeting with the field coordinator and field instructor to secure and finalize practicum sites

A field practicum site must be secured by the end of the quarter during which the student is enrolled in SOWK 388. If a student fails to secure a practicum site by the end of that quarter, s/he will receive an unsatisfactory grade in this class and will be required to begin the process again in spring quarter of the following year. This will delay field practicum until the fall of the next academic year.

Field Insurance

Students working in the field are involved professionally with clients. Professional social workers carry malpractice insurance. As a matter of preventive protection, La Sierra University requires students to purchase malpractice insurance while they are in their field practicum. This process is discussed in the Field Seminar Orientation so that students may be fully informed and prepared for this expense (approximately $25) prior to entering their field practicum.

Field Practicum Agencies

The Social Work Department uses diverse agencies in the local community to provide optimal learning experiences for our students. Agencies and field instructors are screened according to the guidelines outlined in the Field Practicum Manual prior to use by our program. Additional agencies are added each year in response to the learning needs and interests of our students.

Termination from Field Practicum

A student may be terminated from the field practicum for a violation of the NASW Code of Ethics, the commission of an illegal act, or engagement in any other kind of violation of professional conduct with clients or co-workers. If a student is unable to meet agency or Social Work Department expectations, it may be grounds for termination from the field practicum. In addition, as stated previously, while in field placement, a student must successfully complete SOWK 488 and SOWK 498 each quarter before moving onto the next quarter of field seminar and practicum. Failure to do so will result in being terminated from field for that academic year. See the Field Practicum Manual for specific details.
Section 9: Social Work Department Policy on Termination

Termination from the Social Work Department*

Social work students typically proceed through the curriculum and field experience with appropriate growth and learning. However, a situation might arise where the social work faculty has concerns about either the academic or non-academic performance of a student. The following criteria and procedures outline the process for dismissal from the Social Work Department.

Academic criteria for dismissal from the Social Work Department:
Failure to maintain a 2.3 grade point average
Academic dishonesty (cheating and/or plagiarism)

Non-academic criteria for dismissal from the Social Work Department:
Violation of the NASW Code of Ethics (1996). For example:
Personal values that consistently interfere with upholding the values of the profession
Lack of respect towards clients or peers related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
Sexual or romantic involvement with clients
Breaching client confidentiality
Inability to maintain professional boundaries
Unresolved personal issues that impair performance in the classroom or in the field
Evidence of current chemical dependency or being under the influence of alcohol and/or nonprescription substances during classes and/or during practicum
Evidence of illegal activity
Dismissal from the field practicum without the possibility of reentry.

(*The above information on termination was borrowed heavily from Morrow’s work Gatekeeping for Small BSW Programs published in the Journal of Baccalaureate Social Work in 2000.)

Procedures for Termination from the Social Work Department

The social work faculty makes the initial decision as to whether to recommend that a student be dismissed from the Social Work Department.

If the social work faculty recommends dismissal, this recommendation is discussed with the Dean of the College of Arts and Sciences.

The decision to dismiss and the reason(s) for dismissal are then reviewed by a three - five member subcommittee from the Social Work Advisory Board who are not members of the La Sierra University faculty. The student’s identity is kept anonymous for this review.

This recommendation is shared with the social work faculty as well as the Dean of the College of Arts and Sciences. The final decision is made by the Social Work Department Director in consultation with the Dean of the College of Arts and Sciences.

The student is notified within five (5) calendar days of the decision reached by the Social Work Department.

Appeal Process

This appeal process is consistent with the appeal process for termination from field practicum utilized by this program. The student terminated from the Social Work Department may enter a formal appeals process. To enter a formal appeal, the student must submit a written statement to the Social Work Department Director within five (5) calendar days of the date of the letter notifying the student of his/her dismissal from the program. In this letter the student must clearly state the reasons for disagreement with the Social Work Department’s decision.

The Appeals Committee will meet within five (5) calendar days of the receipt of this letter to review the appeal. The Appeals Committee, consisting of all social work faculty members, a faculty member chosen by the student, at least one representative of the Social Work Advisory Board and a representative from the Office of Student Services, will invite the student to present his/her case to the committee. The Appeals Committee will once again consider the student’s situation and will reach a decision, giving that decision to the student in writing within five (5) calendar days of the appeal meeting.
If the student continues to disagree with the decision of the Appeals Committee, the student may appeal the decision beginning at Step Three of the Student Academic Grievance as described in the *LSU Student Handbook* and the *LSU Undergraduate Bulletin*.

The student’s social work faculty advisor will work with the student to explore educational alternatives. These discussions might include exploration of other majors which might be appropriate for the student, referrals for vocational testing, and/or counseling services.

**Reinstatement to the Social Work Department**

If at a future point, a dismissed student would like to be considered for reentry to the program, the student must reapply for admission to the Social Work Department. Decisions on readmission will be made by the social work faculty on a case-by-case basis based on progress made in the resolution of the original concerns.
Section 10: Social Work Department Community

Social Work Club

A goal of the Social Work Department at La Sierra University is to provide students with resources and opportunities for involvement both in the academic environment and the community. The LSU Social Work Club exists to provide students with opportunities for fun, fellowship and service. This Social Work Club is also an avenue for students to discuss program curriculum, policies, and procedures. Social work students who are elected annually govern the club.

Historically, the club offers activities for socialization as well as community service activities. Be sure to get involved in the Social Work Club! Keep in mind that an important part of education is having some fun….and getting involved in service. So get involved with the LSU Social Work Club this year!

For upcoming events and announcements pay attention to the Social Work Club bulletin board located in the hallway.

Social Work Honor Society: Phi Alpha Honor Society – Iota Theta Chapter

Phi Alpha Honor Society is a National Honor Society for social work students. La Sierra University’s Iota Theta Chapter was established in 2000 to promote humanitarian goals and ideals and to recognize scholastic achievement. Eligibility for membership is based on the following criteria:

Declared social work as a major.
Achieved sophomore status.
Completed 12-quarter units of required social work courses.
Achieved an overall grade point average of 3.0
Achieved a 3.25 grade point average in required social work courses.

The Social Work Department Honor Society encourages academic excellence and involvement in service. So make it your goal to become a member and get involved with the Social Work Phi Alpha Honor Society during this academic year.
Social Work Learning Community

The Social Work Learning Community offers students an opportunity to meet with faculty and other students informally. In the learning community, students develop relationships while acquiring or improving skills and knowledge.

Students may bring questions about class readings, projects, or assignments to obtain further clarification. They also may ask for feedback on assignments or papers. The learning community is also a place for students to study together for exams, discuss readings, or brainstorm about upcoming assignments.

Faculty is available to provide helpful tips, comments, and direction to students individually or in a group.

Social Work Advisory Board

The Social Work Advisory Board (SWAB) is a group of community professionals, alumni, social work students, and faculty who meet at least twice a year for the purpose of linking the Social Work Department with the community of social work professionals.

Social work professionals and other leaders in the community support the La Sierra University Social Work Department to achieve its program goals. Open and ongoing dialogues between the professional community, student representatives, and the faculty help to ensure that the department meets the educational needs of the social work graduates and also the needs of social work employers and the community at large.

Students on the SWAB represent the consumer/student viewpoints. At minimum, an evening adult degree student and a traditional student are included in this committee. Please talk with either of these student representatives if you as a social work major have any concerns or ideas relating to curriculum or program policy.

Social Work Library Resources

The La Sierra University library contains reference materials that will be beneficial to your learning. Each year the Social Work Department purchases new books to update our library holdings. These and the other library resources can guide you to valuable references for completing research assignments.
Social Work Awards

Students who achieve a grade point average of 3.50 or higher are recognized through the Dean’s Academic Honor List.

Students graduating with a grade point average of 3.50 or higher graduate with honors.

Each year the College of Arts and Sciences recognizes a senior social work major who receives the Outstanding Senior Award. Students are evaluated based on academic excellence, commitment to the ideals of the profession, and leadership in the Social Work Department. This award is given each spring.

Social Work Scholarship

The Social Work Department awards scholarships between $750 and $2,000 each year to facilitate the education of a social work major. This scholarship is awarded based on academic achievement, financial need, and the demonstration of characteristics including maturity, a commitment to the values and ethics of the profession and professional promise.

To be eligible, the nominee must be a traditional student in his/her sophomore or junior year. This scholarship is awarded at La Sierra University’s Endowed Scholarships & Awards Program held in May.
## Appendixes

The appendixes on the following pages provide information that you will find useful.

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APPENDIX A

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 3,000 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

Mission

CSWE aims to promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

http://www.cswe.org/CSWE/About/

The Council on Social Work Education (CSWE) has accredited La Sierra University’s Social Work Department since 1979. The most recent revision of the Educational Policy and Accreditation Standards (EPAS) was completed and approved by the CSWE Board in 2008. The new document, EPAS, may be found on the Council on Social Work Education website http://www.cswe.org.
APPENDIX B

Graduate Study

The Social Work Department keeps information on various graduate schools. Students who plan to continue their education through graduate study are encouraged to research graduate programs by the fall of their senior year so that application deadlines can be met. Application deadlines for many schools are usually in January of the academic year in which the student plans to begin graduate school.

Graduate School -- Advanced Standing

Students graduating from a BSW program accredited by the Council on Social Work Education are eligible for advanced standing in many MSW programs. Advanced standing is not universally available at all graduate schools and the requirements and implications differ according to each school.

In general, graduating from an accredited BSW program means that the student is eligible for an accelerated graduate program. In many instances, it represents a one-year reduction in graduate education, thus reducing the two-year masters program to one-year of graduate study. Inquire about the school’s advanced standing policies when considering graduate schools.

Graduate School/Employment Reference Letters

Students who desire a reference letter from a social work faculty member must complete the reference letter form, Information Needed for Letters of Recommendation, (available through the department secretary) before a letter from the faculty will be sent. A stamped addressed envelope must accompany each request. Be aware of application deadlines and give the faculty ample time to process your reference.
APPENDIX C

The Social Work Profession

Is a Career in Social Work for You?
Do you want to make a difference in people’s lives?
Are you a good listener?
Do your friends come to you with their problems?
Are you a creative problem-solver?
Are you interested in social justice?
Do you relate well with others?
Are you able to look at all points of view?
Do you want a job upon graduation?

If you are looking for a career with meaning, action, diversity, satisfaction, and an abundance of options, consider social work. Social workers are people who care about people – who want to make things better, who want to relieve suffering, who want their work to make a difference (Choices: Careers in Social Work, NASW, 1999).

To become a professional social worker will teach you how to be a positive change agent by using your creativity to solve problems, your knowledge to understand others, your compassion to care for people, and your courage to confront injustices in society.

What is Social Work?

Social work is one of the major helping professions in human services today. It is a profession devoted to helping people function the best that they can in their environment. This can mean providing direct services or therapy directly to people (called “clients”). It can also mean working to change and to improve social conditions.

The phrase "in their environment" points to a distinguishing characteristic of social work – one that sets it apart from other helping professions. Social workers help clients deal not only with how they feel about a situation but also with what they can do about it (Choices: Careers in Social Work, NASW, 1999).

About the Profession

The social work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip the professional social worker to combine the desire to help others with knowledge, skill, and ethics needed to provide professional services.
For sheer variety, few occupations can match social work, which offers the broadest range of opportunities and practice settings. Social workers are found in public agencies, private businesses, hospitals, clinics, schools, nursing homes, private practices, police departments, courts, and countless other interesting workplaces.

Social workers serve individuals, groups, families, organizations, and communities. They are counselors, managers, supervisors, and administrators. They serve at all levels of government. They are educators. They are therapists and researchers. More and more, they are also elected political leaders and legislators (Choices: Careers in Social Work, NASW, 1999).

Educational Requirements

To be a social worker, one must have a degree in social work from a college or university program accredited by the Council on Social Work Education. The undergraduate degree is the Bachelor of Social Work (BSW). Graduate degrees include the Master of Social Work (MSW) and the Doctorate of Social Work (DSW) or PhD.

An MSW degree is required to provide therapy and in the State of California an LCSW (Licensed Clinical Social Worker) is needed to provide therapy without direct supervision. Degree programs involve classroom study as well as practical field experience.

The bachelor’s degree prepares graduates for entry-level work, whereas the master’s degree is for more advanced practice. A DSW or PhD is useful for doing research or teaching at the university level (Choices: Careers in Social Work, NASW, 1999).

Social Work Employment

Career opportunities for social workers have expanded in the last decade. Employment for social workers is expected grow much faster than the average for all occupations through 2016. Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas.

Employment of social workers is expected to increase by 22 percent during the 2006-16 decade, which is much faster than the average for all occupations. The growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in rapid job growth among gerontology social workers.

Opportunities for social workers in private practice will expand, but growth may be somewhat hindered by restrictions that managed care organizations put on mental health services. The growing popularity of employee assistance programs is expected to spur demand for private practitioners, some of whom provide social work services to corporations on a contractual basis. However, the popularity of employee assistance programs will fluctuate with the business cycle because businesses are not likely to offer these services during recessions.
Employment of child, family and school social workers is expected to grow by 19 percent, which is faster than the average for all occupations. One of the major contributing factors is the rise in the elderly population. Social workers, particularly family social workers, will be needed to assist in finding the best care for the aging and to support their families.

Furthermore, demand for school social workers will increase and lead to more jobs as efforts are expanded to respond to rising student enrollments as well as the continued emphasis on integrating disabled children into the general school population. There could be competition for school social work jobs in some areas because of the limited number of openings. The availability of Federal, State, and local funding will be a major factor in determining the actual job growth in schools. The demand for child and family social workers may also be tied to the availability of government funding.

Mental health and substance abuse social workers will grow by 29 percent, which is much faster than the average, over the 2006-16 decade. In particular, social workers specializing in substance abuse will experience strong demand. Substance abusers are increasingly being placed into treatment programs instead of being sentenced to prison. Also, growing numbers of the substance abusers sentenced to prison or probation are, increasingly being required by correctional systems to have substance abuse treatment added as a condition to their sentence or probation. As this trend grows, demand will strengthen for treatment programs and social workers to assist abusers on the road to recovery.

Growth of medical and public health social workers is expected to be 24 percent, which is much faster than the average for all occupations. Hospitals continue to limit the length of patient stays, so the demand for social workers in hospitals will grow more slowly than in other areas. But hospitals are releasing patients earlier than in the past, so social worker employment in home health care services is growing. However, the expanding senior population is an even larger factor. Employment opportunities for social workers with backgrounds in gerontology should be good in the growing numbers of assisted-living and senior-living communities. The expanding senior population also will spur demand for social workers in nursing homes, long-term care facilities, and hospices. However, in these settings other types of workers are often being given tasks that were previously done by social workers.

Job prospects are generally expected to be favorable. Many job openings will stem from growth and the need to replace social workers who leave the occupation. However, competition for social worker jobs is expected in cities, where training programs for social workers are prevalent. Opportunities should be good in rural areas, which often find it difficult to attract and retain qualified staff. By specialty, job prospects may be best for those social workers with a background in gerontology and substance abuse treatment.

Becoming a bachelor's level professional social worker will allow an individual to obtain a job upon graduation. Social workers are employed in public and private agencies and find employment in a number of settings such as:

- criminal justice agencies
- health agencies
- mental health services
- family service agencies
- substance abuse programs
- children and youth services
- schools (elementary and secondary)
- home care agencies
- hospitals
- nursing homes
- hospice services
- residential treatment programs
- vocational rehabilitation services
- income maintenance programs
- domestic violence programs
- developmental disabilities services
- legal services agencies
- child and adult day care services
- homeless shelters
- social service agencies
- employee assistant programs
- political arena
APPENDIX D  

Professional Organization – National Association of Social Workers

The National Association of Social Workers (NASW) states its mission as a membership organization that promotes, develops, and protects the practice of social work and social workers. NASW also seeks to enhance the effective functioning and well-being of individuals, families, and communities through its work and through its advocacy. NASW, founded in 1955, represents approximately 155,000 members internationally.

All LSU social work majors are encouraged to participate in the NASW-sponsored Lobby Days as part of the social policy course. Lobby Days are held annually in the spring and allows students to participate in and experience the activities of the NASW.

Social workers become members of the NASW through the payment of dues. BSW student memberships are available at a reduced rate to encourage the membership and participation at the BSW level. Membership benefits include subscriptions to *Social Work*, *NASW News* and the CA Chapter Newsletter.

To contact the national office:  
National Association of Social Workers  
750 First Street NE, Suite 700  
Washington, DC 2002-4241  
(202) 408-8600 or (800) 638-8799  
http://www.naswdc.org

To contact the local Chapter:  
315 W. 9th Street, Suite 321  
Los Angeles, CA 90015  
(213) 452-0090  
http://www.naswca.org

*Note: For additional list of professional social work organizations, use the Social Work Department web-page link:*  
http://www.lasierra.edu/departments/socialwork/resources.html
APPENDIX E

Professional Social Work & Social Science Journals

Administration and Policy in Mental Health
Administration in Social Work
AFFILIA Journal of Women and Social Work
AIDS and Public Policy Journal
AIDS Weekly
American Behavioral Scientist (ABS)
American Journal of Drug & Alcohol Abuse
American Journal of Public Health
Child Abuse & Neglect
Child Abuse & Neglect: The International Journal
Child & Youth Care Forum
Child & Youth Services
Child Welfare
Children and Youth Services Review
Clinical Social Work Journal
Community Mental Health Journal
Crime & Delinquency
Education & Training in Developmental Disabilities
Evaluation & Program Planning
Families in Society: The Journal of Contemporary Human Services
Family Relations
Gerontologist
Health & Social Work
Hospital & Community Psychiatry
International Social Work
Journal of Aging & Social Policy
Journal of Applied Gerontology
Journal of Community Health
Journal of Counseling & Development
Journal of Criminal Justice
Journal of Criminal Law & Criminology
Journal of Ethnicity in Substance Abuse
Journal of Family Issues
Journal of Gerontological Social Work
Journal of Gerontology
Journal of Health Politics, Policy, & Law
Journal of Marriage and the Family
Journal of Policy Analysis and Management
Journal of Policy Modeling
Journal of Social Issues
Journal of Social Policy
Journal of Social Science Research
Journal of Social Work Education
Journal of Sociology & Social Welfare
Journal of Studies on Alcohol
Juvenile and Family Court Journal
Law & Policy Quarterly
New England Journal of Medicine
Policy & Politics
Policy Review
Policy Sciences
Policy Studies Journal
Policy Studies Review
Public Welfare
Social Forces
Social Policy
Social Science & Medicine
Social Service Review
Social Thought
Social Work
Social Work & Christianity
Social Work in Health Care
Social Work with Groups
Social Work Research
Youth & Society

Note: Highlighted items are available at LSU main library and other journal articles can be obtained through the inter-library loan system.
APPENDIX F

Electronic Social Work Resources

Adoption Network  http://www.adoption.com/

Alliance for Children and Families  http://www.alliance1.org

American Board of Examiners in Clinical Social Work  http://www.abecsw.org

American Professional Society on the Abuse of Children (APSAC)  http://www.apsac.org

American Public Human Services Association  http://www.aphsa.org

American Public Welfare Association  http://www.apwa.org/

American Society on Aging  http://asaging.org

Association for the Advancement of Social Work with Groups (AASWG)—An International Professional Organization  http://www.aaswg.org

Association for Community Organization and Social Administration  http://www.acosa.org

Association of Social Work Boards  http://www.aswb.org

California NASW Chapter Home Page, The  http://naswca.org/

Census Bureau  http://www.census.gov/

Center for Budget and Policy  http://www.cbpp.org

Center for Law and Social Policy  http://www.clasp.org/

Child Abuse Prevention Network  http://child.cornell.edu/

Child Welfare League of America  http://www.cwla.org/

Children’s Defense Fund  http://www.childrensdefense.org
Clinical Social Work Education  http://www.cswf.org
Computer Use in Social Services  http://www2.uta.edu/cussn/
Council on Social Work Education  http://www.cswe.org
Department of Health and Human Services  http://www.dhhs.gov/
Employee Assistance Professionals Association  http://www.eapassn.com
Federation for Children with Special Needs  http://www.fcsn.org
Gay, Lesbian and Straight Education Network  http://www.glsen.org
Institute of the Advancement of Social Work Research  http://www.iaswresearch.org
International Federation of Social Workers  www.ifsw.org
Joint Commission on Accreditation of Healthcare Organizations  http://www.jcaho.org
Latino Social Work Organization  http://www.lswao.org
Legislative Information on the Internet  http://thomas.loc.gov
Library of Congress  http://thomas.loc.gov/
Mental Health Policy Information Exchange  http://pie.org-
mimh200.mimh.edu/mimhweb/pie
National Alliance for the Mentally Ill  http://www.nami.org
National Association of Addiction Treatment Providers  http://www.naatp.org
National Association of Alcoholism and
Drug Abuse Counselors http://www.naadac.org
National Association of Black Social Workers http://www.nabsw.org
National Association for Home Care and Hospice http://www.nahc.org
National Association of Social Workers http://www.nasw.org
National Center for Prosecution of Child Abuse http://www.ndaa-apri.org/apri/programs/ncpca/ncpca_home.html
National Clearinghouse for Alcohol and Drug Information (NCADI) http://www.health.org
National Coalition of Hispanic Health and Human Services Organizations http://www.cossmho.org
National Coalition for the Homeless http://www.nationalhomless.org/
National Dissemination Center for Children and Youth with Disabilities http://www.nichcy.org
National Gay and Lesbian Task Force http://www.ngltf.org/
National Head Start Association http://www.nhsa.org
National Hospice Foundation http://www.hospiceinfo.org/
National Institute of Mental Health http://www.nimh.org
National Mental Health Association http://www.nmha.org/
National Parent Network on Disabilities http://www.npnd.org/index.htm
National Youth Advocacy Coalition (NYAC) http://www.nyacyouth.org
New Social Worker Online http://www.socialworker.com
Organization Development Institute  http://www.members.aol.com/odinst
Parents, Families and Friends of Lesbians and Gays  http://www.pflag.org
Sacred Heart Library  www.sacredheart.edu/library
School Social Work Association of America  http://www.sswaa.org
Social Security Administration  http://www.ssa.gov/
Social Welfare Action Alliance  http://www.socialwelfareactionalliance.org
Social Work History Station  http://www.idbsu.edu/socwork/dhuff/xx.htm
Social Work Timeline  http://www.gnofn.org/~jill/swhistory
Tenement  http://www.wnet.tenement.org/
The Gerontological Society of America  http://www.geron.org
Urban Institute  http://www.urban.org
Voices for America’s Children  http://www.childadvocacy.org
Welfare Information Network  http://www.welfareinfo.org
World Wide Web Resources for Social Workers  http://www.nyu.edu/socialwork/wwwrsrw/
### APPENDIX G

La Sierra University Social Work Department

Application for Admission

Date

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<th>Adult Learner</th>
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<tr>
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<td>Past College Returning Student</td>
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<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Overall GPA (SOWK Dept Admission)</th>
<th>As of Date</th>
<th>Social Work GPA (SOWK Honor Society Admission)</th>
<th>As of Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Social Work Classes</th>
<th>School</th>
<th>Date Taken (Qtr, Yr)</th>
<th>Grade Earned</th>
<th>As of Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 214 Introduction to Social Work Practice I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 215 Introduction to Social Work Practice II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 204A Introduction to Social Work</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### General Education Requirement Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>School</th>
<th>Date Taken</th>
<th>Grade Earned</th>
<th>As of Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111 or equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 112 or equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 113 or equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 104 General Psychology or equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-foundational Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 155 Introduction to Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBSE 311</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HBSE 312</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Employment History

<table>
<thead>
<tr>
<th>Employer</th>
<th>Dates</th>
<th>Nature of Work</th>
</tr>
</thead>
</table>

### Social Work or Human Services Volunteer Experience

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>Dates</th>
<th>Kind of Activities</th>
</tr>
</thead>
</table>
Describe other experiences (e.g., travel, church work, clubs and organizations) that you consider valuable as you begin a career in social work.

Why are you interested in social work as a career?

What are your professional social work goals?

Describe two or three personal strengths, which will enhance your social work career.

1
2
3
Social work education at the baccalaureate level prepares students for the beginning level of professional practice. Honestly reflect on your development in the following four areas and then evaluate yourself in each one.

(Select the appropriate column that best describe personal qualities, comfort level with the profession’s values, acceptance level of diversity dimensions, and level of commitment to social work.)

a. Description of Personal Qualities / Traits

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Strength Area</th>
<th>Growth Area</th>
<th>Addressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Stress Tolerance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Level of Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental/Emotional Stability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Explain & discuss the areas that you identified as “an area for growth”. Describe what you are doing currently to address them. If there are areas that require growth but you are not currently addressing them, discuss your plan to do so.

b. Level of Comfort with Social Work Values/Ethics—comfortably tune into, use & apply across all people, context, & circumstances

<table>
<thead>
<tr>
<th></th>
<th>Not comfortable</th>
<th>Somewhat comfortable</th>
<th>Comfortable</th>
<th>Very comfortable</th>
<th>Fully comfortable</th>
<th>Strengthen Area</th>
<th>Growth Area</th>
<th>Addressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Social Justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Importance of Human Relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Dignity & Worth of Individuals

Competence

Scientific Inquiry

Explain & discuss the areas that you identified as “an area for growth”. Describe what you are doing currently to address them. If there are areas that require growth but you are not currently addressing them, discuss your plan to do so.

<table>
<thead>
<tr>
<th>Area</th>
<th>Low</th>
<th>Somewhat Low</th>
<th>Moderate</th>
<th>Somewhat High</th>
<th>High</th>
<th>Strength Area</th>
<th>Growth Area</th>
<th>Addressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race &amp; Ethnicity</td>
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<tr>
<td>Cultural Diversity</td>
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<tr>
<td>Religious Diversity</td>
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<tr>
<td>Linguistic Diversity</td>
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</tr>
<tr>
<td>Gender</td>
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<tr>
<td>Age</td>
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<td></td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Political and Ideological Beliefs/Values</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>National or Geographic Origins</td>
<td></td>
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<td></td>
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<tr>
<td>Ability/ Disability</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Explain & discuss the areas that you identified as “an area for growth”. Describe what you are doing currently to address them. If there are areas that require growth but you are not currently addressing them, discuss your plan to do so.
d. Level of Commitment to Social Work

<table>
<thead>
<tr>
<th>Commitment to Social Work</th>
<th>Low</th>
<th>Somewhat Low</th>
<th>Moderate</th>
<th>Somewhat High</th>
<th>High</th>
<th>Strength Area</th>
<th>Growth Area</th>
<th>Addressing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Y</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

Explain & discuss if you identified level of commitment to social work as “an area for growth”. Describe what you are doing currently to address your level of commitment. If this area requires growth but you are not currently addressing it, discuss your plan to do so.

Describe any areas of concern (i.e., academic or personal), which might impact your ability to perform as a professional social worker. Describe your plan to address those areas of concern.

Criminal History

<table>
<thead>
<tr>
<th>N</th>
<th>Y</th>
<th>Dates</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(if yes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(if yes)</td>
</tr>
</tbody>
</table>
Have you ever been arrested for, indicted for, or charged with a felony or misdemeanor (excluding minor traffic violations)?

Have you ever been convicted of a felony or misdemeanor (excluding minor traffic violations)?

Have you ever committed any crime that involved bodily harm to another?

Describe any physical, social, cognitive, or emotional illnesses or limitations you have which might limit your ability to practice social work. Include a plan to address those limitations.

Take some time to think about and identify potential challenges / barriers that could emerge and impede or interfere with your acquisition of social work knowledge, skills, and values. Once you have identified & discussed the potential challenges, describe your plan to overcome/deal with them.

Have you read the NASW Code of Ethics?  
Yes  
No

Are you prepared to uphold the NASW Code of Ethics?  
Yes  
No

I affirm that the information provided on this application is accurate and I understand that Social Work faculty will review it prior to my formal admission to the Social Work Department. I also understand that, prior to admission to Field Practicum; I will be required to present a formal Background Check Report including social security verification and criminal history.

Type Full Name
Please submit 2 references with your application. The references should be written by individuals in leadership positions that have knowledge of your character, strengths, skills, and areas for growth and are able to comment on your fitness for the social work profession.
APPENDIX H

Self-Assessment

SOWK 215

Introduction to Social Work Practice II

Your responses in this assessment tool will serve as a guide to you and faculty regarding your current level of knowledge, skill and values thus far in your program of education within the Social Work Department. You have identified social work as a major and have made a commitment to pursue the knowledge, skills, and values necessary to be successful in the profession of social work.

Please complete all the questions and statements to the best of your ability. A copy will be returned to you with comment and suggestions. The original will remain in your master file in the Social Work Department office.

An appointment with the social work faculty is an important part of this process. Faculty will give feedback and review areas of strength as well as areas needing growth and development.

This assessment is presented in four parts:

Knowledge Base

Skills

Values and Ethics

Summary of Strengths and Areas for Growth
This is an opportunity to for you to practice self reflection and assessment as you evaluate where you *currently* are in the practice of social work.

__________________________________________
Student’s Signature

__________________________________________
Chair’s Signature

__________________________________________
Date Reviewed
Please evaluate your current level of knowledge, skills, and values in the following curricular competencies. *(What you actually know, are able to do, & demonstrate.)* We recognize that there are some areas that you have not had in-class exposure to date. This does not reflect poorly on your level of knowledge or skill. The most important focus, at this point, is your ability to *objectively* self-assess and evaluate. Your ratings may be whole numbers or decimals.

<table>
<thead>
<tr>
<th>No Knowledge</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient Competent</th>
<th>Accomplished Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks knowledge &amp; understanding of competencies, that is, the knowledge, skills, or values</td>
<td>Beginning understanding of curricular competencies; ability to articulate and discuss knowledge skills and values in written and oral communication, behavior and interaction is limited</td>
<td>Some knowledge and understanding of curricular competencies; emerging ability to articulate and discuss knowledge, skills, and values orally and in writing and demonstrate in behavior and interaction. A student in this category is very similar to the norm and operates on the same level as most classmates or cohort.</td>
<td>Consistently articulates &amp; discusses key curricular competencies; knowledge, skills, &amp; values demonstrated in effective oral &amp; written communication, behavior, &amp; interactions</td>
<td>Articulates a depth of knowledge of key curricular competencies; exemplary ability to connect knowledge, skills, &amp; values to practice orally and in writing; strong evidence of commitment to professional values &amp; ethics in daily practice. Students in this category are distinguished in that they far surpass classmates or cohorts.</td>
</tr>
</tbody>
</table>

### I. Knowledge of:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Human diversity, its dimensions, and consequences-social, economic, political, etc</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The forms and mechanisms of oppression and discrimination</td>
</tr>
<tr>
<td></td>
<td>Advancing social and economic justice</td>
</tr>
<tr>
<td></td>
<td>The history of social work and the lessons to be learned</td>
</tr>
<tr>
<td></td>
<td>Current organizations and associations in the social work profession</td>
</tr>
<tr>
<td></td>
<td>Physical, cognitive/psychological, social/emotional, spiritual</td>
</tr>
</tbody>
</table>
development across the life span
Families, family work, and issues that can impact families, e.g., abuse
Groups, group process & dynamics, and group work skills
The Generalist Intervention Model (GIM)

Theoretical perspectives-
- Systems
- Strengths
- Person-in-Environment
- Ecological
- Ecosystems

Micro-mezzo-macro & the interaction among each level

Assessment tools – genogram, eco-map etc.
Evaluation designs for generalist practice
Community organizing, planning, & development

<table>
<thead>
<tr>
<th>I. Knowledge of:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational development</td>
<td></td>
</tr>
<tr>
<td>Ethnic and gender sensitive practice</td>
<td></td>
</tr>
<tr>
<td>Populations-at-risk</td>
<td></td>
</tr>
<tr>
<td>Specific assessments and interventions, e.g., crisis intervention, suicide assessment, child abuse assessment</td>
<td></td>
</tr>
<tr>
<td>Personal skills, strengths, biases, prejudices, values, beliefs and their potential impact on others and self</td>
<td></td>
</tr>
<tr>
<td>Ethical decision-making</td>
<td></td>
</tr>
<tr>
<td>Core values &amp; ethical standards</td>
<td></td>
</tr>
<tr>
<td>Quantitative &amp; qualitative research</td>
<td></td>
</tr>
<tr>
<td>Professional social worker roles &amp; functions</td>
<td></td>
</tr>
<tr>
<td>Social welfare policy</td>
<td></td>
</tr>
<tr>
<td>Conceptual, developmental, and theoretical frameworks/approaches that give you an understanding of human behavior &amp; experience across the micro-mezzo-macro continuum</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Critical thinking, its elements, and importance to social work</td>
<td></td>
</tr>
<tr>
<td>Advocacy, its goals, strategies, and types</td>
<td></td>
</tr>
</tbody>
</table>

**II. Skills in:**

<table>
<thead>
<tr>
<th>Applying the GIM being mindful of human diversity issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating critical thinking</td>
</tr>
<tr>
<td>Oral communication</td>
</tr>
<tr>
<td>Written communication</td>
</tr>
<tr>
<td>Applying generalist interventions in practice with client systems</td>
</tr>
<tr>
<td>Using bio-psycho-social spiritual theories in assessment and interventions</td>
</tr>
<tr>
<td>Analyzing the impact of social policies on client systems</td>
</tr>
<tr>
<td>Using the bio-psychosocial spiritual domains in the assessment process</td>
</tr>
<tr>
<td>Performing research to write a research paper</td>
</tr>
<tr>
<td>Applying an evaluation design to practice</td>
</tr>
<tr>
<td>Using communication skills differentially</td>
</tr>
<tr>
<td>Functioning within organizational structures &amp; policies and responding to changing &amp; evolving contexts</td>
</tr>
<tr>
<td>Critiquing and analyzing professional articles</td>
</tr>
<tr>
<td>Making ethical decisions &amp; resolving ethical conflicts by applying standards of the NASW Code of Ethics</td>
</tr>
<tr>
<td>Using conceptual, developmental, theoretical frameworks/approaches to guide the processes of engagement, assessment, planning, intervention, and evaluation</td>
</tr>
<tr>
<td>Collecting, organizing, and interpreting data</td>
</tr>
<tr>
<td>Writing effective goals, measureable objectives, &amp; action steps</td>
</tr>
<tr>
<td>Applying knowledge &amp; skills of advocacy</td>
</tr>
<tr>
<td>Personal reflection &amp; self-assessment/ correction</td>
</tr>
<tr>
<td><strong>II. Skills in:</strong></td>
</tr>
<tr>
<td>Using supervision, consultation and professional advising effectively</td>
</tr>
</tbody>
</table>

**III. Values or Ethics in:** This aspect of the assessment *moves beyond just knowing* the core values and ethical standards, it is designed to examine how well the values and ethical standards are consistently demonstrated and reflected in your oral and written communication, interactions, and decision-making

| Respecting the inherent dignity and worth of individuals |
| Upholding confidentiality |
| Respecting & promoting self-determination |
| Relating in a non-judgmental manner |
| Respecting cultural and social diversity |
| Ensuring primary responsibility to clients |
| Collaborating with colleagues in social work & other professions |
| Maintaining a professional relationship with clients |
| Promoting social and economic justice & challenging injustice |
| Being accountable for ethical conduct, quality of work, and continuous professional & personal development |
| Service – helping people in need and addressing social problems |
| Integrity |
| Recognizing the central importance of human relationships |
Summary:

Please review your objective ratings in the knowledge, skills, & values sections, and in a well written and thoughtful narrative, summarize your strengths and growth areas. In areas with rating of less than three (3), *(either because of lack of exposure or mastery)*, discuss where you would like to see yourself within the next year and what specific steps you could take to accomplish this goal. For areas with ratings greater than three (3), offer an explanation of how you arrived at this conclusion. In essence, be thoughtful in your summary and *give specific examples to support your conclusions* regarding your current level of knowledge, skills, and values.
APPENDIX I

La Sierra University
Social Work Department
End of- Junior Year Assessment
SOWK 388 Field Orientation

_____________________
Student’s Signature

_____________________
Chair’s Signature

_____________________
Date Reviewed

End of your Junior Year Assessment
Your response to the following will be a guide in assessing your readiness to move into your senior year in social work. Please complete all the questions, statements, etc. to the best of your ability. A copy will be returned to you with comment and suggestions. The original will remain in your master file in the Social Work Department office.

An appointment with the social work faculty will occur early in your senior year. At your meeting, this completed form, faculty feedback, and a review of areas of strength as well as areas needing work will be reviewed.

This assessment is presented in five parts:

- Personal and professional Self
- Values and Ethics
- Self and classroom experience
- Skills and Technological Abilities
- Personal Summary

This is an opportunity to demonstrate your understanding of yourself in the practice of social work as a profession!

I. **Personal and Professional Self:**
This section will ask you questions about the Social Work profession and about your understanding of using yourself in the profession. You are invited to evaluate the sum total of your knowledge, skills and values as you enter field education. Thoughtfully reflect on your current and assess where you place.

<table>
<thead>
<tr>
<th>I grasp what the social work profession is about and am comfortable identifying as a social worker</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the importance</td>
<td>Does not meet expectation</td>
<td>Beginning</td>
<td>Developing</td>
<td>Competent (Proficient)</td>
<td>Accomplished (Mastery)</td>
</tr>
<tr>
<td>Statement</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>of professional roles and boundaries and am able to respond differentially</td>
<td></td>
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<tr>
<td>I am able to assess my personal behavior, values, beliefs/attitudes</td>
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<tr>
<td>I am able to assess my professional behavior and conduct myself accordingly</td>
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<tr>
<td>My self-assessments are accurate</td>
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<tr>
<td>I feel that I possess the core conditions – empathy, warmth &amp; genuineness</td>
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</tr>
</tbody>
</table>

List all professional meetings attended with dates (as best you can):
II. **Values and Ethics:**

This section is about your own personal values that have been examined and tested throughout your educational process thus far. It is also about Ethical Code of conduct expected of all Social Work Professionals. Please answer the following:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am committed to carrying out the Social Work professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code of Ethics</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>I believe that I understand my personal values and can eliminate</td>
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<td>the influence of personal biases and values in working with</td>
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<td>diverse groups</td>
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<tr>
<td>I know my personal skills, strengths, biases, prejudices,</td>
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<tr>
<td>beliefs, values and their potential impact on other and self</td>
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<tr>
<td>I have seen how my values honor the NASW Code of Ethics</td>
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<tr>
<td>When faced with an ethical dilemma, I know the decision</td>
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<td>making steps to follow and can discuss how to manage conflict</td>
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<td>between personal &amp; professional values/beliefs</td>
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</tbody>
</table>
I know and I am comfortable with the social work values/ethics  

<table>
<thead>
<tr>
<th>NO</th>
<th>XX</th>
<th>XX</th>
<th>YES</th>
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</table>

I have read the NASW Code of Ethics  

<table>
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<tr>
<th>XX</th>
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</table>

My perspective of the effects of my values on Social Work Practice has changed during my junior year  

| XX | XX | XX | XX | XX|

List your 5 most important personal values:

1.  
2.  
3.  
4.  
5.  

Comment on your own values and any changes that you noted this year:
III. **Self And Classroom Experience**

This section is an opportunity to review how well you have learned and integrated class content through the process of your education. It is also an opportunity to identify areas in which you need to grow and develop.

<table>
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<tr>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>I have acquired an awareness of my own biases and have taken steps to address them</td>
<td>Does not meet expectation</td>
<td>Beginning</td>
<td>Developing</td>
<td>Competent (proficient)</td>
<td>Accomplished (mastery)</td>
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<tr>
<td>I am aware of my own prejudices and know how to mitigate their negative impact</td>
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<tr>
<td>I take initiative in communicating and resolving problems</td>
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<tr>
<td>I have knowledge about families, family work, and issues that can impact families</td>
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<tr>
<td>I know and can evaluate &amp; apply Family Systems and the Family Life Cycle Developing Theories</td>
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<tr>
<td>I know and can evaluate &amp; apply Ecological Perspective Person in</td>
<td>Does not meet expectation</td>
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<tr>
<td>Environments, Systems Theory</td>
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<td>Developing</td>
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<td>Competent (proficient)</td>
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<td>Accomplished (mastery)</td>
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<td>and economic justice</td>
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<td>I know the goals, strategies,</td>
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<td>principles, and types of</td>
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<td>advocacy and can apply</td>
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<td>knowledge &amp; skills of</td>
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<td>advocacy</td>
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<td>I know the history of social</td>
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<td>work and understand its</td>
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<td>relevance to issues of today</td>
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<td>I understand micro, mezzo,</td>
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<td>and macro systems and can</td>
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<td>explain them</td>
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<td>I know about and can</td>
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<td>evaluate specific assessments</td>
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<td>and interventions, e.g.,</td>
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<td>crisis intervention, suicide</td>
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<td>assessment, child abuse</td>
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<td>assessment, etc.</td>
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<td>I am knowledgeable about</td>
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<td>groups, group process &amp;</td>
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<td>dynamics and can apply</td>
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<td>group work skills</td>
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<td>I have learned about</td>
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<td>communities and organizations</td>
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<td>and can discuss the needed</td>
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<td>skills, knowledge base, and</td>
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<td>roles of macro social work</td>
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<td>I understand human</td>
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<td>development across the life</td>
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<td>span from a biological,</td>
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<td>spiritual, social/emotional,</td>
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<tr>
<td>cognitive, psychological, and</td>
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<td></td>
<td>1 Does not meet expectation</td>
<td>2 Beginning</td>
<td>3 Developing</td>
<td>4 Competent (proficient)</td>
<td>5 Accomplished (mastery)</td>
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<tr>
<td>cultural perspective and can use this information to help understand people’s lives &amp; experiences</td>
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<tr>
<td>I know how to perform bio-psychosocial spiritual assessments</td>
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<tr>
<td>I am familiar with assessment tools – genograms, eco-maps, DSM - and know how to use them differentially</td>
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<td>I can describe the process of quantitative and qualitative research and understand their value to practice</td>
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<tr>
<td>I know the Strength &amp; Resilience Approaches and can evaluate and apply them</td>
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<tr>
<td>Given a case scenario, I can apply knowledge and skills of advocacy. I can state the value of advocacy</td>
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<tr>
<td>Understanding and embracing diversity has become part of my conscious thinking when approaching a new client system</td>
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<tr>
<td>I practice personal reflection and self-assessment</td>
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<tr>
<td>I can recognize and analyze social policies and understand their impact on various groups and client systems in society</td>
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<td>Competent (proficient)</td>
<td>Accomplished (mastery)</td>
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</tbody>
</table>

I know, understand, and can apply the GIM differentially

I am familiar with and can discuss the elements of critical thinking

I apply critical thinking skills when formulating assessments, selecting interventions, and evaluating policy and research

I know a variety of conceptual, developmental, and theoretical frameworks and can use them to guide the processes of assessment, intervention, and evaluation

I know and can apply research methods to building knowledge, evaluating practice and service delivery

I can analyze a research article with a clear understanding of method, sampling, hypothesis, and application of results

I understand that the context of practice is dynamic and feel comfortable using knowledge & skills in a proactive way

I can integrate theory with practice
I am confident in my knowledge base and skill level and I am ready for field education

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<tr>
<td>Does not meet expectation</td>
<td>Beginning</td>
<td>Developing</td>
<td>Competent (proficient)</td>
<td>Accomplished (mastery)</td>
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</table>

Please check all SOWK classes taken thus far:

**Social Work Practice courses:**
- 204A Intro to SOWK
- 204B Fields of Practice
- 204C Case management
- 214 Intro to SOWK Practice I
- 215 Intro to SOWK Practice II

**HBSE courses:**
- 311 HBSE I
- 312 HBSE II

**Social Work Methods courses:**
- 314 Individuals
- 315 Groups
- 316 Communities & Organizations
- 317 Children & Families

**Social Welfare and Policy courses:**
- 205 Heritage of American SOWK
- 405 Social Welfare Policy

**Research courses:**
- 252 Understanding Research Methods
- 349 Generalist Research Methods

**Field courses:**
- 388 Field Orientations
SOWK electives:
286A Substance Abuse  286B Gerontology  286C Criminal Justice
386A Mental Health  386B Medical SOWK

Required Cognates:
BIOL107 Human Biology
MATH 155/251 Intro Statistics  PSYC 104 General Psychology
One course in Sociology

IV. Skills and Technology

This section is designed to determine your level of self reported competency with relation to technological capacity in providing for your learning experience and work.

<table>
<thead>
<tr>
<th></th>
<th>1 Does not meet expectation</th>
<th>2 Beginning</th>
<th>3 Developing</th>
<th>4 Competent (proficient)</th>
<th>5 Accomplished (mastery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and use of a personal computer for word processing</td>
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<tr>
<td>Knowledge and use of library search programs for information for my research papers</td>
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<tr>
<td>Knowledge and use of the internet and webpage information for my research papers</td>
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<tr>
<td>Knowledge and use of</td>
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</table>
## Summary

In the space below, please review your answers to the questions in sections I, II, III and fully discuss your strengths and growth areas as you prepare to enter field and your final year.

As you thoughtfully prepare this summary, reflect also on where you are now in relation to the self-assessment completed in SOWK 215. Include specific examples and evidence to support your conclusions.

In areas where you rated yourself *seldom or about half the time*, discuss where you would like to see yourself at the end of your academic journey and what specific steps you will take to accomplish this goal.
APPENDIX J
PAPER GRADING CRITERIA

Organization
Is the basic format and layout clear and consistent - indents, headings, sub-heading, bibliography, and appendix?
Is there appropriate use of paragraphs?
Does the introductory paragraph include the topic or thesis statement?
Does each body paragraph have a topic sentence and details related to the topic sentence? Is the topic in each paragraph adequately developed and supported?
Does each paragraph contain one central idea only?
Is each of the paragraphs well organized and is there continuity between each one?
Is each of the paragraphs unified and coherent? Are ideas grouped together & follow a logical order?
Do the paragraphs have smooth transitions?
Does the concluding paragraph restate the topic and review the ideas?

Content and Support
Has the learner covered all of the areas as outlined in the assignment or syllabus?
Has the learner elaborated on his/her points? Did s/he give illustrations to show what s/he means? Do the paragraphs include specific examples that support the content areas?
Is the information that the learner provided relevant? Does it relate to the question, or thesis? Does it deal with the issue? Is the information relevant to the content of the assignment and follows assignment guidelines completely?
Does the information have **depth**? Has the learner dealt with the complexities of the issue or question? Has s/he dealt with the most significant factors? Does the learner demonstrate an in-depth understanding of the themes?

Does it have **breath**? Has the learner addressed all relevant sides, i.e., strengths & weaknesses? pros and cons? advantages & disadvantages? Does the learner need to look at things in any other way? Does s/he need to look at any other aspects? Is everything covered?

Is there sufficient use of specific, concrete **details** to support any generalizations made in the paper?  
Type of Details: (Circle one) Fact - Statistic - Example - Narrative - Testimonial

Details show the ideas are important

Details are believable

Details are specific

Details are written using appropriate transition words and a variety of sentence patterns

Is the information **accurate**? Has the learner shown what s/he say is true?

Does what the learner say follow from the evidence? Is it **logical**?

Does the discussion part keep a balance and support the purpose of the paper as stated in the thesis/topic sentence?

Is the information or themes relevant to the assignment supported by **reference materials**? Are there citations in the paper?

1-Yes  2-Generally  3-Somewhat  4-No

**Clarity**

Is the main idea understandable?

Are the supporting ideas expressed clearly?

Does everything make sense together? Does the first paragraph fit with the last? Is there a connection between the opening sentences and the closing ones?

Is the order or arrangement of the material correct, clear, and easy to follow? Is the flow of paper smooth and continuous?

Is the word choice effective and does the paper avoid wordiness?

Does the paper as a whole reflect thought? Is the treatment of the subject imaginative and logical?

**Conventions**

Are the ideas written in complete sentences?

Is the grammar correct?

Are punctuation marks used correctly?

Are words spelled and used correctly?

Are capital letters used correctly?

Is the paper free of errors in paragraph construction and sentence structure?

Is documentation of reference sources & materials appropriate and integrated effectively?
Is correct APA reference format used? Are relevant and current sources cited?
Meets deadline - maximum deduction for late assignment is 20%

1-Yes 2-Generally 3-Somewhat 4-No

APPENDIX K

Professionalism, Classroom Etiquette and Participation

Name:
**Note:** Self evaluation is an important part of learning process. Please give yourself fair, honest, and reliable evaluation points.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Attendance / Promptness</strong></td>
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<tr>
<td>Student is always prompt and regularly attends classes.</td>
<td>4</td>
</tr>
<tr>
<td>Student is late to class once every two weeks and regularly attends classes.</td>
<td>3</td>
</tr>
<tr>
<td>Student is late to class more than once every two weeks and regularly attends classes.</td>
<td>2</td>
</tr>
<tr>
<td>Student is late to class more than once a week and/or has poor attendance of classes.</td>
<td>1</td>
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<tr>
<td><strong>Level Of Engagement In Class</strong></td>
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<tr>
<td>Student proactively contributes to class by offering ideas and asking questions more than once per class.</td>
<td>4</td>
</tr>
<tr>
<td>Student proactively contributes to class by offering ideas and asking questions once per class.</td>
<td>3</td>
</tr>
<tr>
<td>Student rarely contributes to class by offering ideas and asking questions, or alternatively dominates the discussions</td>
<td>2</td>
</tr>
<tr>
<td>Student never contributes to class by offering ideas and asking questions.</td>
<td>1</td>
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<tr>
<td><strong>Listening Skills</strong></td>
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<tr>
<td>Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.</td>
<td>4</td>
</tr>
<tr>
<td>Student listens when others talk, both in groups and in class.</td>
<td>3</td>
</tr>
<tr>
<td>Student does not listen when others talk, both in groups and in class.</td>
<td>2</td>
</tr>
<tr>
<td>Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.</td>
<td>1</td>
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<tr>
<td><strong>Behavior</strong></td>
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<tr>
<td>Student almost never displays disruptive behavior during class.</td>
<td>4</td>
</tr>
<tr>
<td>Student rarely displays disruptive behavior during class.</td>
<td>3</td>
</tr>
<tr>
<td>Student occasionally displays disruptive behavior during class.</td>
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</tr>
<tr>
<td>Student almost always displays disruptive behavior during class.</td>
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<tr>
<td><strong>Preparation</strong></td>
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<tr>
<td>Student is almost always prepared for class with assignments and required class materials. and has read assigned material and relates comments to it</td>
<td>4</td>
</tr>
<tr>
<td>Student is usually prepared for class with assignments and required class materials. Comments are informed but lack completeness of comprehensive preparation.</td>
<td>3</td>
</tr>
<tr>
<td>Student is rarely prepared for class with assignments and required class materials, and makes spontaneous but uninformed comments.</td>
<td>2</td>
</tr>
<tr>
<td>Student is almost never prepared for class with assignments and required class materials.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

**Teacher Comments:**

Adapted from TeAch-nology.com
One profession

Countless Possibilities