

Juniata College Social Work Program



Social Work Student Program Handbook

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Table of Contents

Welcome to the Program.....	3
About Juniata College.....	3-4
Juniata’s Mission & Academic Principles	
Juniata’s Approach to Student Development	
Juniata’s Academic Program and Curriculum	5-9
General Education Requirements	
International Education and Study Abroad	
Introduction and Overview of the Field of Social Work	10-12
The Juniata College Social Work Program.....	13-18
Program Mission	
Program Goals	
Social Work Advisory Council	
Core Competencies of the Program	
The Curriculum	
Minimum Requirements for BSW Credential/Course Progression	
Program of Emphasis in Social Work.....	19-26
General Requirements	
Choosing a Social Work Program of Emphasis	
Programs of Emphasis in Social Work	
Admission to the Social Work Program	
Academic Advisement in Social Work	
Duties of Social Work Advisors	
Academic Standards of the Social Work Program	
Transfer of Credit and Prior Life Experience Policy	
Concerns about Academic or Professional Growth	
Student Rights and Responsibilities	27-28
Standards of Student Conduct	
Discipline	
Academic Appeals	
Rights of Students with Disabilities	
Student and Professional Organizations.....	28-29
Social Work Program Philosophy	
National Association of Social Workers	
Juniata College Social Work Service Club	
Sigma Phi Alpha Social Work Honor Society	
Field & Research Experience in Social Work.....	29-33
Levels of Field Work	
Social Work Research Experience	
The Social Work Professional Semester	
The Social Work Professional Semester	34-36
Core Competencies of BSW Practice	

Welcome to the Juniata College Social Work Program

Welcome to the Dorothy Baker Johnson and Raymond R. Day Social Work Program at Juniata College. Since 1974, the college has offered an undergraduate Program of Emphasis (P.O.E.) in Social Work for students who wish to prepare themselves for entry-level generalist practice and/or for graduate education in Social Work. The Council on Social Work Education (CSWE) has accredited the Social Work Program since 1981.

This handbook is intended as a guide to assist Social Work P.O.E. students, Juniata College faculty, agency-based field supervisors, and other constituencies associated with the Social Work Program in the planning and implementation of their respective roles and responsibilities. For students especially, the manual will be an often-used reference throughout their undergraduate education.

Student-to-student boxes are interspersed throughout this manual. Each box contains some useful advice and suggestion for current social work students from a Juniata College Social Work alumni who has successfully completed Juniata's Social Work Program.

Statement of Nondiscrimination: It is the policy of the Social Work Program that persons associated with it, including faculty, students, field supervisors, and allied professionals, treat other persons, including the clients of social work services, in a nondiscriminatory manner with dignity, respect, fairness, equity, and justice regardless of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

About Juniata College (adapted from *The Catalog*)

Juniata's Background, Mission, and Principles

Founded in 1876 by members of the Church of the Brethren to prepare individuals for the useful occupations of life, Juniata College is now an independent, co-educational college of arts and sciences whose mission is dedicated to providing “an engaging personalized educational experience empowering our students to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership in the global community.” The success of Juniata students is directly linked to the college’s strong, dedicated faculty who consider teaching and advising their primary responsibilities.

Juniata College Social Work, Criminal Justice, & Sociology Department

Juniata College supports a flexible “value-centered” curriculum, wherein students may design their own Programs of Emphasis, which often transcend traditional majors. Programs of Emphasis may be tailored to personal goals and needs, may lead to either a B.A. or B.S. degree, and may include courses from 28 academic departments. Each

student consults with two faculty advisors of their choice, and may also seek counsel from Career Services and Counseling staff. Coursework takes place both on and off campus and includes varied experiences such as seminars, fieldwork, “on-the job” internships, study abroad, independent studies, and research.

The Juniata College Social Work, Criminal Justice, and Sociology Department embraces the idea of college courses as intellectual communities. Our department’s work is grounded in the belief that **all communities** (geographical, intellectual, and sociocultural) are enriched and enhanced by diversity along a number of dimensions. To that end, we designed and structured our programs and our courses to explore concepts that reflect multiple diversities including, but not limited to diversity of age, race, ethnicity, national origins, gender identity, sexual orientation, socioeconomic class, and religion. The Juniata College Social Work, Criminal Justice, and Sociology faculty are committed to creating and sustaining classroom environments that are inclusive and supportive of individuals, regardless of their personal and cultural identities. We are committed to the idea of increasing representations of populations who have been historically excluded from participating in higher education. We are committed to providing access for all who choose to engage in the process of obtaining a college education.

Juniata’s Approach to Student Development

As an educational community that focuses on the whole person, Juniata College recognizes the importance of curricular and co-curricular aspects of student development. Juniata College has bridged the traditional higher education dichotomy between academic affairs and student affairs by merging these two branches of the college, a structural move that integrates the student’s college experience. Academic affairs and student services officers meet regularly to coordinate efforts to promote students’ educational and social development.

Student-to-student: “When the social work faculty members push you to work harder, learn to appreciate their devotion to your development. I have come to realize they really know what they are talking about. By pushing and supporting me, they have helped me go many an extra mile to successfully rise to challenges I may not have risen to otherwise.”

Juniata's Academic Program and Curriculum (adapted from *The Catalog*)

- ***Juniata's Academic Philosophy***

Educated persons are prepared for lifelong learning, for continually dealing with changing perceptions and new bodies of knowledge. Beyond facts which become outdated, they ask intelligent questions, make informed decisions, and think confidently for themselves.

Educated persons are capable of regulating their own lives, not only with regard to decisions made in vocational contexts, but within the larger contexts of their lives as citizens and social beings. An institution in the liberal arts tradition must take as its goal not only provision of the best possible career training, but also provision of the skills and knowledge graduates need to make contributions to the total community. At Juniata, we believe the procedures of acquiring an education are an important part of the educational process. Therefore, certain educational decisions are made by each student using the information provided by faculty advisors and the intellectual skills developed during the first few semesters at the College.

Educated persons should be able to think independently about intellectual and moral issues. Juniata's program is designed, therefore, to promote and develop the habits of mind and communications skills needed to make and implement decisions. Students wrestle with profound issues of human values, not only as dealt with in the past, but as they affect current and future-oriented thinking in a student's chosen field.

- ***The Intellectual Foundation of the Juniata College Curriculum***

The Social Work profession has long valued an undergraduate preparation for beginning social work practice that is grounded in the liberal arts. At Juniata College, this grounding is achieved to a large extent through college wide requirements ('general education') that all students must satisfy.

Juniata College students design their education and focus their curiosity to *connect* ideas, develop skills to *engage* with people and issues, and learn to *discern* meaning, relevance, and value. Our curriculum strengthens every student's ability to solve problems, empathize with others, act with grace in the face of complexity, and understand that to get better answers, one must ask better questions.

Ultimately, the Juniata College curriculum aims to help graduates become intellectually agile and expansive enough to pursue any endeavor with a powerful and open mind. The curriculum will provide an intellectual context for every student's Program of Emphasis. And it provides a powerful way of finding one's place in the world, challenging authority, and questioning assumptions.

- ***General Education Curriculum***

First-Year-Experience courses (7 credits) support students as they transition to college life and scholarly expectations. Seminars in topics such as “Mars,” “Water Wars,” “The Good Life,” and “Leadership in the Contemporary Age” challenge students to consider issues for which no single discipline has sole ownership. Such study is informed by ethics, professionalism, epistemological skill, and more. First-Year-Experience courses focus on developing and strengthening communication skills, strategies for navigating college life and the exploratory and practical demands of such work, and engendering the resiliency necessary for success. Through such work, students consider perspectives and develop reflective habits needed to decide what their “life of meaning” will look like. Students continue this work throughout their entire experience at the College.

Ways of Knowing courses (12-15 credits) help students strengthen their ability to consider the world from different vantage points—that of a historian, a scientist, an artist, a sociologist, or an educator, for example—and to experience how their own approach to a given issue gains dimension and clarity when considered through an interdisciplinary prism. In *Ways of Knowing* courses, students critique distinct disciplinary styles of inquiry, learn to connect ways of knowing, and confront the complexities in our urge to organize, synthesize, and impose meaning. The five types of “Ways of Knowing” courses are Creative Expression, Humanistic Thought, Scientific Process, Formal Reasoning, and Social Inquiry.

In a *Connections* course (3 credits), students consider a common topic through two ‘ways of knowing’ that are quite different from one another. While *Ways of Knowing* courses focus on traditions of related vantage points (say, ‘Scientific Process’ courses taught by chemists or physicists), *Connections* courses are designed specifically to be team-taught by two faculty from disciplines intellectually distant from one another: chemistry and art, politics and geology, finance and literature, as examples.

In *Self and the World* courses (12 credits), students enhance interpersonal skills, gain experience understanding people with different histories, and consider diversity, culture, and ethics through varied experiences. These courses include a U.S. Experience course, an Ethical Responsibility course, a Local Engagement course, and a Global Engagement course. Collectively, these courses help students decide for themselves how best to live a life of meaning. All students put this learning to use as they participate in both local and global community engagement work, a signature element of the Curriculum.

All students work on a *Senior Capstone* (6 credits), a project that draws upon their total learning at Juniata. The capstone may involve global or local engagement, research, internships, extra-curricular or co-curricular experiences and more as part of student’s complete reflection on their education. Through the capstone project, students act on a project and complete both critical and personal reflections on the sum of their work.

The Curriculum provides an instrument to help with the capstone and to provide a record for students to use in understanding the expansive nature of their work: a portfolio that students maintain throughout their time at the College.

Students use their portfolios to record and highlight key experiences (particular course projects, internships, study abroad experiences, and community engagement, as a few examples) and the products that result—whether papers, research, creative work, performances, or other artifacts. The body of work and experiences arranged in the portfolio will construct their personal educational story as well as highlight their best work for employers, graduate schools, or others.

The Enduring Value of the Juniata College Curriculum

The Juniata College Curriculum is designed to ensure that every student earns an education that is greater than the sum of courses taken. The Curriculum aims to enable students to connect disciplines, engage problems, and discern meaning. It sharpens students' focus in the Program of Emphasis while expanding their ability to learn and adapt to new experiences and ideas outside their area of specific emphasis.

Juniata College works with its students as they earn the most useful and powerful kind of education—an education grounded in how to learn, how to communicate, and how to grow awareness and understanding of themselves and the world. A student's successful completion of the Curriculum compels them to reflect on their individual learning journey and the ways their stories will apply to employment, to graduate school, to service opportunities, and other pursuits after graduation.

<https://www.juniata.edu/academics/juniata-college-curriculum.php>

Student-to-student: "Take diverse classes. Don't limit yourself to just P.O.E. courses. Choose your core requirement courses carefully in consultation with your social work advisor because general education requirements can effectively complement your studies in social work, if you let them."

Program of Emphasis (POE)

The Program of Emphasis (P.O.E.) is Juniata College's unique approach to focused education in an academic area of a student's choosing. Somewhat similar to a traditional "major," the P.O.E. consists of up to half of the total degree (36-63 credits) and is an opportunity for students to explore in depth a particular discipline or to craft an interdisciplinary plan to study an area. With advisors' help, students draft a P.O.E. goal statement, identify classes, and develop rationale for their program. P.O.E.'s may be:

Approximately thirty percent of Juniata graduates elect to develop an individualized P.O.E. Students are encouraged to select the P.O.E. format that best serves their needs.

- Designated - A P.O.E. of 36-63 credits. Designated P.O.E.'s have been proposed by a department or program and approved by the Curriculum committee. No student rationale is required.
- Individualized - A P.O.E. of 36-63 credits, designed by the student in consultation with faculty advisors. Individualized P.O.E.'s are intended to meet particular student needs with unique combinations of courses. Approval requires students to write a rationale that describes how the courses they have listed help them reach the academic goals of the P.O.E.

Secondary Emphases will not be a part of the P.O.E.; they will have a separate status, separate paperwork, and will be recorded separately on the student's transcript. For most departments, a secondary emphasis description can be found on the department's website. The general guideline is: 18 credits, with at least 6 of them are upper level.

Special Notes to Social Work Students:

- There are over sixty “designated” Programs of Emphasis at the college, and “Social Work” is among them. Academic departments prepare the designated P.O.E., and specify the courses students must take to satisfy the P.O.E. requirements.
- Social work students may also prepare “interdisciplinary” P.O.E.'s that fuse their social work interests with other academic areas. Such P.O.E.'s necessarily include all required courses in the Social Work Program, in order for the P.O.E. to include the title, “Social Work”.

Student-to-student: “While in school, I wish I would have taken more time to realize the importance of self-care. Faculty always told me that I needed to take time for me, but I never fully understood that until I began working in the field. If I don't take care of me, I will never fully be able to take care of / help others in a way they deserve.”

International Education and Study Abroad

Social Work students, like all Juniatians, are strongly encouraged to study abroad through a variety of college sponsored programs, including full-year, one semester, and short-term summer opportunities that are coordinated through the Office for International Education. Ideally, students will seriously consider year-long programs that permit immersion in a second language, as well as continued study in the Program of Emphasis. However, any experience abroad provides a context for personal and academic discovery that students will not find elsewhere. For many students, study abroad is among the most transformative experiences of their undergraduate education and sometimes their lives. There is no continent, save Antarctica, where an opportunity cannot be found.

Student-to-student: "I thought I understood cultural competence and why it's important to social work. Then I studied abroad in Ecuador for a year where I volunteered with an indigenous grassroots political organization in Quito. Wow, talk about life changing. All social work students should study abroad."

Study abroad for Social Work students typically occurs in either the Spring of junior year, or in a short-term experience in the Winter or Summer terms. Students pay regular Juniata tuition and fees for the semester or year and all financial aid and scholarships apply. Students who are eligible can also receive scholarships to cover travel costs. Thus, students can study abroad for approximately the same costs as attending Juniata.

Special notes to Social Work students:

- Because of the structure and sequencing of the social work curriculum, students considering study abroad should acknowledge their interests and intentions about abroad opportunities as early in their academic career as possible. This will enable the social work student, in consultation with the social work advisor, to develop a curriculum plan that meets the student's needs. Study abroad and completing the requirements of the social work program are most easily achieved through early and careful planning.
- Social work students can anticipate exploring study abroad options as a routine element of the social work advising process; it is highly encouraged.

For more information about study abroad sites, application processes, and actual costs, students should see *The Catalog* or, better yet, seek out the friendly staff and resources at The Office of International Education.

<https://www.juniata.edu/academics/departments/international/>

A Brief Introduction and Overview of the Profession of Social Work

Social Work is a profession vital to the well-being of people everywhere, from local communities to the far reaches of planet earth. Social workers can be found in all contexts where human beings are grappling with the challenges that undermine their capacity to achieve satisfying standards of life, health, and personal relationships.

Service arenas where social workers are commonly found include, but are not limited to:

- Behavioral health services;
- Medical and rehabilitative services;
- Children and family services;
- Services for persons with physical and developmental disabilities;
- Substance use treatment programs;
- Victim advocacy and counseling programs;
- Criminal and juvenile justice services;
- Services for persons who are homeless;
- School-based social work services;
- Adult and aging services; and
- Services specific to the needs of military personnel and their families.

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 120,000 members and chapters in all fifty states as well as internationally.



NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

The preamble to the profession's Code of Ethics, which was approved by the Delegate Assembly in 1996 and revised in 2017, indicates that Social Work's primary mission is:

“To enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.”

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities

may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems."

The mission of the Social Work profession is rooted in a set of core values, called the Code of Ethics. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- **Service**
- **Social justice**
- **Dignity and worth of the person**
- **Importance of human relationships**
- **Integrity**
- **Competence**

Source: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

This constellation of core values reflects what is unique to the Social Work profession. Core values, and the standards that flow from them, must be balanced within the context and complexity of the human experience.

In its 2015 Educational Policy and Accreditation Standards, the Council on Social Work Education (CSWE), the national association responsible for accrediting social work programs, reinforces the NASW statement of the profession's purpose as follows:

"The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human dignity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons."

The Juniata College Social Work Program is dedicated to ensuring that its students can embody these purposes in their professional lives. Taking its lead from the Council on Social Work Education, Juniata's program prepares students for generalist practice.

Student-to-student: "It's really important to be open-minded to different kinds of clients and client perspectives. Recognize the importance of self-determination and give it the respect it deserves because your job as a social worker, in part, is to help the client see options and consequences, but ultimately it is the client's interests and preferences that you must respect."

Social Work Education: From Generalist to Specialist

The Social Work profession clearly distinguishes between the educational preparation of undergraduate and graduate level social workers. Social work education at the undergraduate level prepares students for practice as a “generalist,” while graduate education prepares students for more specialized practice.

The Juniata College Social Work Program, like all accredited undergraduate social work programs, prepares generalist practitioners. The Council on Social Work Education identifies the following central elements that, when taken as a whole, provide a unified framework for generalist practice. Generalist practitioners:

- *Ground their practice in the liberal arts and the person-in-environment context;*
- *Use a range of prevention and intervention methods with individuals, families, groups, organizations and communities to promote human and social well-being;*
- *Identify with the profession of social work and apply its ethical principles and critical thinking to their practice;*
- *Incorporate diversity in their practice;*
- *Advocate for human rights and social and economic justice;*
- *Recognize, support, and build on the strengths and resiliency of all people;*
- *Engage in research-informed practice and practice-informed research;*
- *Respond proactively to the impact of context on professional practice; and*
- *Demonstrate proficiency with all core competencies that are incorporated in BSW level practice.*

At the graduate level, social work education builds upon the undergraduate generalist foundation and prepares students for specialized or concentrated professional practice that focuses on particular problem areas, fields of practice, and/or methods of intervention.

At the undergraduate level of social work education, successful students enter the profession with a B.S.W. degree, as bachelors-level social workers, while at the graduate level successful students hold an M.S.W. degree, as masters-level social workers. Beyond the M.S.W. degree exist the D.S.W. (Doctor of Social Work) and other doctoral degrees, which primarily prepare students for careers in higher education, research, and policymaking.

Student-to-student: “Social work is very much about creativity—where science and art come together in practice. If you are like me, you’ll initially use concepts, theories, and practice methods in a very cut and dry way. As you continue in the program and in field placements, you should begin to see yourself using social work knowledge and practice skills in new and fresh ways. This is when you really start becoming a social worker.”

The Juniata College Social Work Program

Since 1974, the college has offered a Social Work Program for its students who seek careers in social work upon graduation. The program is located within the Department of Social Work, Criminal Justice, and Sociology. It has been accredited by the Council on Social Work Education since July of 1981.

The Mission of the Juniata College Social Work Program

The Social Work Program at Juniata College is dedicated to providing an informed educational program of high caliber, to facilitate the emerging social worker's integration of professional knowledge, values, skills, and cognitive and affective processes, into culturally competent, strengths-based generalist practice grounded in scientific inquiry, in a manner consistent with the directions established by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW), and in a manner that leverages the program's situation at a liberal arts institution. The program aims to further the purposes of the profession by ensuring that its graduates develop the competence to provide effective social work services across a spectrum of ecological systems, including individuals, families, groups, organizations, and communities, as well as across a broad range of human wellness concerns in order to enhance the quality of life for all persons. Social work students focus on applying this generalist orientation in a manner that is: grounded in evidence-informed practice principles; respects the dignity, integrity, and worth of all human beings; emphasizes the importance of human relationships; and is sensitive to and appreciative of the diverse ways of being human. The program prepares graduates who are committed to social work values and ethics, including the protection of human rights, service to the community, and the pursuit of social justice.

Junita College Social Work Program Goals

The goals of Social Work Program are to:

1. Organize and deliver a structured curriculum based on a liberal arts foundation, in a manner that enables the student to integrate the profession's knowledge, skills, values, and cognitive and affective processes, including its commitment to research-informed practice and social justice.
2. Provide students with substantive educational content and learning experiences that enable them to develop competencies that support:
 - A strength-based, generalist approach to practice with client systems of various sizes and types; and
 - A functional appreciation of the dynamic social and institutional contexts in which social work is practiced.
3. Prepare baccalaureate-level social workers that respect and act affirmatively upon their responsibilities for ongoing professional development and renewal, including an ongoing commitment to developing cultural humility.

4. Prepare baccalaureate social workers capable of effectively discharging culturally competent professional duties and responsibilities with diverse client populations, focusing as needed on intervention and/or prevention.

The Social Work Program Advisory Council

The Social Work program advisory council is comprised of Juniata College and Huntingdon area community members, such as Juniata College faculty and staff members, as well as social work practitioners and other important community stakeholders. This council meets once per academic term in order to hear updates about the program and student achievements, as well as provide advisement, guidance, and resources about important programmatic changes and needs. Upper-level social work students' involvement is often encouraged.

The Social Work Curriculum

Nested in the liberal arts tradition of Juniata College, the Social Work Program is designed to provide students with the theoretical and conceptual foundation, philosophical perspectives, methodological and interactional skills, and problem-solving capabilities required to meet the challenges they will encounter in their professional life. Guided by the standards of the Council on Social Work Education and the National Association of Social Workers, the curriculum is designed to enable students to develop the competence to provide effective social work services.

Important attributes of the Social Work curriculum:

- It proceeds from general to specific, as the student moves through the P.O.E.
- It is integrative. Students will find that what is learned in previous courses informs study and exploration in current courses. Students are expected to make connections regularly between past and present learning throughout their social work education experience.
- It is a balance of challenging and supportive. While the faculty, agency-based field supervisors, student colleagues, and others have high expectations for student performance and achievement, students have considerable access to a variety of academic supports from the program and the college that maximize student growth and development as emerging generalist practitioners.
- It is professionally engaging and demonstrative. Students are provided ongoing opportunities to draw linkages between the concepts, theories, and frameworks of the classroom, which sometimes may seem abstract, and the practice of social work via case studies, community projects, role-play and simulation exercises, increasingly challenging field experiences, and a host of other task assignments.
- It is personal. Students engage in considerable self-discovery, assessment and criticism as they proceed through the social work curriculum. Among the questions that students consider are: What ideological lenses shape their worldview? What are their strengths? In what areas are development most needed, and what will be done to achieve that development? These are but some of the questions that students will consider.

- It emphasizes self-care. Faculty work to model self-care in and out of the classroom, and support students in developing and following a self-care plan which helps them to set precedent for a sustainable career in a challenging field.

Student-to-student: "Opportunities to grow and learn as a social worker are everywhere, but you are the only one who can make sure you really get to experience them! Take control of your social work experiences and don't be afraid to try new things."

The curriculum is framed around coursework in five major areas, presented below.

- 1. Human Behavior in the Social Environment (HBSE):** The HBSE component is organized to enable students to demonstrate in their emerging social work practice an understanding of theories and knowledge of human bio-psycho-social development across the life span, including knowledge about the range of social systems in which individuals carry out their lives. Students will demonstrate an understanding of:
 - The interactions between and among human biological, psychological, social, and cultural systems as they affect and are affected by human behavior;
 - The impact of social and economic forces on people and social systems, including the impact of discrimination, economic deprivation, and oppression, particularly as these forces influence human development and often undermine human potentiality;
 - The ways in which systems promote or deter people in maintaining or achieving optimum health and well-being;
 - The impact of human diversity in its myriad forms on the development of people across the life span;
 - And how values and ethical issues relate to HBSE content.
- 2. Research:** In the research component, students demonstrate an understanding and appreciation of a scientific, analytical, evidenced based approach to building knowledge that informs practice and to evaluating the delivery of social services in all areas of practice using ethical standards of inquiry. The main thrust of this curricular component is to bring the discipline and rigor of scientific method into the students' emerging life as a professional social worker. Knowledge of both qualitative and quantitative research content enables the student social worker to provide high quality service, to initiate change, to improve practice, policy, and service delivery, and to evaluate his/her own practice. The primary courses in this sequence are SW 214, SW 215, SW 490, and SW 495, although students will find additional research content infused in many other Social Work P.O.E. courses.
- 3. Social Welfare Policy and Services:** In the Social Welfare Policy and Services component, the student will demonstrate the ability to describe and analyze social

problems and social policies from philosophical, scientific, and organizational viewpoints, as well as within the context of historical and current socio-political factors that shape policy making and implementation. Students will also demonstrate an understanding of the history and current patterns of provision of social welfare services, the role of social policy in helping or impeding people in maintaining or achieving optimum health and well-being, and the effect of policy on social work practice. In addition, students will demonstrate a capacity for “social policy as social work practice” in understanding the political and organizational processes that influence policy, the process of policy formulation, and the frameworks for analyzing social policy, particularly in light of the principles associated with culturally competent practice, social and economic justice, and research informed practice. The primary courses in this sequence are SW231, SW333, SW490, and SW495.

4. Social Work Practice: In the Social Work Practice component, students will demonstrate a beginning mastery of the knowledge, skills, and values of generalist practice that combine to enhance the well-being of individuals, families, groups, communities, and organizations, as well as to help improve environmental conditions that adversely affect people. Students will demonstrate the following skills that reflect the principal elements of problem-solving that are fundamental to generalist social work practice:

- Engaging and contracting with systems of various sizes and types (example: develop and sustain a professional client-worker relationship);
- Identifying problems, needs, concerns, and issues, as well as strengths;
- Collecting and assessing data that inform the causes and dynamics of the presenting problem, need, concern, or issue;
- Identifying and assessing alternative interventions;
- Selecting, planning, and implementing appropriate courses of action;
- Using appropriate research to monitor intervention processes and evaluate intervention outcomes; and
- Stabilizing the positive outcomes of interventions and terminating problem solving processes and relationships as warranted.

Along with the problem-solving approach, students will demonstrate a strength-based, culturally competent, and empirically grounded approach in their emerging social work practice. Primary courses in this sequence are SW 230, SW 331, SW 332, SW 490, and SW 495.

Student-to-student: “Keep all of your notes from classes! I still have them and use them. When I was completing my field evaluation and journal entries, I was able to relate to information I learned so much easier, which cut down on how much time the whole process took me. Just today, I used my notes from the “Death and Dying” course to create a training for my coworkers on how to help students with grief during different stages of development.”

5. Social Work Fieldwork: In the fieldwork component, students apply social work knowledge, values and skills in supervised, structured settings, usually in the context of a social service agency, for the purpose of integrating the classroom experience with applied, practical experiences in the field. The fieldwork experiences aim to develop and enhance students' capacities for self-directed practice, including, but not limited to:

- The development of awareness of self and the controlled purposeful use of the professional self in social work practice;
- The application of social work knowledge, values, and skills to enhance the well-being of human systems of various sizes and types and to promote improvements in conditions that affect people in adverse ways;
- The effective use of professional communication, including oral and written, verbal and nonverbal, that is consistent with the linguistic and communication patterns of the practice setting and of the profession;
- The effective and appropriate use of supervision to enhance learning and professional development;
- And the critical assessment, implementation, and evaluation of social work practice and social policy within the ethical guidelines of the profession.

Courses in this sequence are SW 230, SW 330, SW 331, and SW 495.

Curriculum Sequencing

The social work curriculum is designed to first develop a foundation of knowledge and values, then to build upon this foundation by introducing practice skills, and finally to provide increasingly challenging fieldwork opportunities to students. This knowledge and values → practice → fieldwork scheme is an important feature of the curriculum. Although the curriculum is not tracked in an inflexible manner, courses are best taken in certain academic years so as to implement a process of integrative learning.

First year and sophomore students develop a broad liberal arts and H.B.S.E. background. Through the sophomore and junior years, students continue to build upon this background, but they also begin research, policy, and practice courses, many of which include a fieldwork or applied component. In the junior and senior years, students take upper-level practice and policy courses, and they complete any outstanding college-wide and Program of Emphasis requirements so that by the spring semester of the senior year, they are prepared for the Social Work Professional Semester comprised of a full-time field placement and a companion senior research seminar.

Minimum Curriculum Requirements for the B.S.W. Credential

Course and Credit Hours	Year Usually Taken	Semester Usually Offered
Human Behavior in the Social Environment		
SO 101 Intro to Sociology (3)	1	Fall and Spring
SW 221 The Life Cycle (3)	2	Spring
SO 203 Minority Experiences (3)	2 or 3	Fall
PY 101 Intro to Psychology (3)	1 or 2	Fall and Spring
BI 190 Human Biology (3)	1 or 2	Fall
Research		
SW 214 Integrated Research Methods & Statistics I (3)	2 or 3	Fall
SW 215 Integrated Research Methods & Statistics II (3)	2 or 3	Spring
Social Welfare Policies and Services		
SW 231 Social Problems and Social Welfare (3)	2	Fall
SW 333 Social Welfare Policies and Services (3)	3 or 4	Fall
Social Work Practice (SWP)		
SW 230 Intro to Social Work Practice (4)	1	Spring
SW 330 SWP: Individuals, Families & Small Groups Lab (2)	3 or 4	Fall
SW 331 SWP: Individuals, Families & Small Groups (4)	3 or 4	Fall
SW 332 SWP: Large Groups, Organizations & Communities (4)	3 or 4	Fall
Social Work Fieldwork		
SW 490 Social Work Professional Semester (12)	4	Spring
SW 495 Social Work Professional Semester Research Seminar (3)	4	Spring

Total Credit Hours = 56

A Program of Emphasis in Social Work

General Requirements

While the Program of Emphasis is *a tangible document* in which students articulate their undergraduate goals and the means to accomplish them, the Social Work P.O.E. is also very much a *developmental process*, one that begins in the first year and typically continues into the senior year. Since Juniata's academic program does not have traditional "majors," the P.O.E. document and process guide students in planning academic programs that reflect their interests and needs.

In the spring semester, first year students craft "Initial Programs of Emphasis" in consultation with their academic advisors. This plan requires students to describe their educational and career goals and to identify courses they plan to take that will lead them toward the achievement of these goals.

Toward the end of the sophomore year, all Juniata College students are required to organize a Program of Emphasis or P.O.E. in consultation with their academic advisors. The P.O.E. is a much more substantive and detailed document in which students lay out a course plan comprised of 36-63 credits. The P.O.E. contains a synopsis of the student's academic goals and explains how the P.O.E. will help meet those goals. When read by another, the P.O.E. should make clear the intellectual path the student has chosen.

In the senior year, most students review their P.O.E. from sophomore year, and most students amend or revise the P.O.E. at this time to better reflect their maturing interests and needs. Advisors must sign off on the final copy of the P.O.E.

All Juniata students must satisfactorily complete all courses in their P.O.E. as part of their graduation requirements from the college. As noted previously in the section on *Curriculum*, students may choose from options in designing the P.O.E.:

- The Designated P.O.E., whose course requirements are determined by the academic department or program. Such P.O.E.'s contain 36-63 credit hours.
- The Individualized P.O.E., which addresses the particular academic interests and goals of the student who is responsible for the design of the P.O.E. Such P.O.E.'s must contain 36-63 credit hours.

Student-to-student: "Work hard and you will be rewarded in lots of ways, some of which you can't even foresee."

Student-to-student: "I would never choose to do anything else as a career. The good days will always outweigh the bad. Nothing is better than seeing our clients make progress. To me, progress is perfection. We are the reason some of our clients look forward to tomorrow. We help restore their purpose in life. We may not always be able to fix all their problems, but we can assure them that they will not face them alone."

Choosing a Program of Emphasis in Social Work

The profession of Social Work has evolved for over a century as a response to the myriad social problems that confront modern industrial and post-industrial societies. These problems may include, for instance, the inequitable distribution of society's resources, unemployment, child abuse and neglect, substance abuse and addiction, spousal and partner violence, crime and delinquency, lack of care for aging populations, mental illness, development disabilities, and so on. In fact, there is probably no social problem in which social workers are not professionally engaged. The principal goals of social work are, therefore, to aid individuals, families, groups, organizations, and communities in attaining adequate and satisfying levels of functioning in light of the many problems, needs, concerns, and issues which may confront them and to prevent the problems, needs, concerns, and issues from arising in the first place.

The decision to pursue any POE at Juniata College is taken seriously by advising faculty, and this is true of the Social Work program. For this reason, students who elect to write their POEs in social work do so in consultation with a social work faculty advisor. All social work students are required to have a social work program faculty member who holds the M.S.W. degree as their program advisor. Social work students and their social work faculty advisor engage in a deliberate process to ensure that social work is the right fit for the student. This will include conversations around the following areas:

- An exploration of the student's interests, past experiences, strengths, values, and motivations that have led them toward social work;
- An exploration of the student's knowledge of and familiarity with the profession (e.g., what social work is about and what a career in social work may be like);
- Encouragement by the faculty advisor to use the resources of Career Services to further explore social work careers and to assess student interests and personal attributes, and to better determine student-career "fit;"
- Encouragement and guidance by the faculty advisor to seek out others with similar interests, including social work students and practitioners, for advice, insights, and clarification;
- Encouragement and guidance to seek out other resources and opportunities to test interests and aptitudes for social work, including volunteer activities, community service, and summer employment;

After meeting with the Social Work advisor and discussing the above areas, any student, with Sophomore standing or higher, that has the desire to pursue the Social Work POE and has met the overall 2.0 GPA requirement will be admitted to the POE. Students continue to work with their advisor in many ways, including:

- An ongoing dialogue between the student and the social work advisor and faculty for purposes of continued exploration of educational and career interests relevant to social work; and
- A regular review and assessment of the student's academic progress and developing professionalism related to the student's social work goals and POE; and
- A discussion of post-graduation professional and educational goals.

Student-to-student: "Sometimes you may feel overwhelmed in the social work program. Take time to breathe. Things will turn out okay. Recognize the quality of your work and how you have grown. When you are feeling a bit stressed out just remember that you'll make it to the end and your hard work will pay off."

Programs of Emphasis in Social Work

Social work students may choose between a Designated P.O.E. and an Interdisciplinary P.O.E.

- The Designated P.O.E. contains all required courses in the Social Work Program totaling 56 credit hours. Please see "Minimum Curricular Requirements for the B.S.W. Credential." Most social work students elect this option.
- The Interdisciplinary P.O.E., which may total no more than 90 credits, blends all the courses of the Social Work Program with courses from other departments and programs that are tailored to meet the particular needs and interests of the student. For example, a recent graduate added courses from the Politics Department in her Social Work P.O.E. to support her particular social work interests in social welfare policy, advocacy, human rights, and social justice. Another student wrote an Interdisciplinary P.O.E. that included all of the social work P.O.E. courses, adding International Studies to complement her particular career interests in global non-government organizations.
- As previously noted in this Program Handbook, the P.O.E. is "student-centered;" that is, the POE process aims to keep the student at the forefront of educational planning. Of course, in the social work program, this "student-centered" process must occur in a manner that acknowledges and respects the profession's goals and objectives for undergraduate "generalist" preparation for a social work career.

Admission to the Social Work Program

Official admission to the Social Work Program occurs at the point when a student has completed a P.O.E. form for the Social Work P.O.E. that has been approved by their Social Work faculty advisor and the Registrar. Any student, with Sophomore standing or higher, that has the desire to pursue the Social Work POE and has met the overall 2.0 GPA requirement will be admitted to the POE. The signature of the Social Work faculty advisor on the P.O.E. form indicates faculty approval and an understanding on the part of both the student and the Social Work faculty advisor that the student's personal goals and career objectives are compatible with the goals and values of the Social Work Profession. Therefore, the approved P.O.E. represents formal admission to the Social Work Program and is recognized as such by the Registrar, the college, and the student.

Academic Advisement in Social Work

Juniata College and the Social Work Program place great importance on the academic advising process and partnership with students throughout their undergraduate career at the college.

All Juniata College Social Work students must have a Social Work faculty advisor, either the current Social Work Program Director or the current Director of Field Experience. This policy is in line with operation across the college; all undergraduate students at Juniata College have two advisors, one who is an academic (program) faculty advisor, a faculty member who teaches in their program of emphasis, and the other who is a general advisor from elsewhere at the college. Students meet with their academic (program) faculty advisor at least once per academic term (Fall and Spring), typically prior to registration for the upcoming term.

Students are assigned a first-year advisor upon arrival to Juniata College, and in cases where students identify Social Work as their likely area of study upon application or enrollment, they are assigned a Social Work faculty advisor. By the end of their first year, Juniata College students are assigned or have chosen two advisors: a general advisor and an academic (program) faculty advisor.

Duties of the Social Work Program Advisor

In addition to the advisor's functions described previously in "*Choosing a Program of Emphasis in Social Work*," the duties of the program advisor include:

- Advising students on course selection, monitoring academic progress, POE development and alteration, career planning, graduate study, study skills, consideration of study abroad and selection of field placements in social work;
- Referring students to other offices, personnel, and resources who can assist students on academic, career, financial, housing, and personal matters;
- Using the "Notice of Concern" form and process to maintain a record of student strengths, problems, and progress, and to share this information with relevant parties (e.g., student services staff and other faculty advisors) listed on the form;
- Maintaining an active file of information on each student, including course and academic records and Notices of Concern, which shall be passed on to subsequent

- advisors whenever a student elects to change advisors;
- Writing letters of recommendation regarding field placements, job placement, study abroad, graduate school, and so forth, when these letters are requested and warranted;
- Informing the advisee’s instructors and field supervisors of any special circumstances that could affect the advisee’s academic performance and to advocate on behalf of the advisee when warranted;
- Signing all college forms that require the advisor’s signature, including the POE, course registration forms, drop-add forms, etc.;
- Informing students of their rights and privileges under the college’s policies in matters pertaining to academic probation, suspension or dismissal from the college due to violations of academic or student conduct standards and the needs of students with disabilities, and advocating on behalf of students when warranted; and
- Participating in advisor training sessions when they are offered to continually improve their effectiveness as academic advisors.

From student-to-student: “Be yourself, but always be professional. Clients, agency staff, and others you’ll work with can easily see through any façade you put up. Be real with them. Be honest! Be genuine! Your credibility is at stake.”

Academic Standards of the Social Work Program

Maintaining a status of “good academic standing” requires that certain standards be met for all Juniata College students, including those in Social Work. Academic standards are established by the faculty and are monitored and interpreted by the Student Academic Development Committee of the faculty, which includes two students. The standards for “good academic standing,” which are also described in *The Catalog*, are as follows:

- Any student whose semester grade point average (GPA) falls below 1.0 may be academically dismissed.
- Any student whose semester GPA falls below 1.6 at any time will be placed on academic probation.

Any student whose GPA falls below the criteria in the table below will be placed on academic probation:

Credit Hours Attempted / GPA

0-35.99	1.66
36-61.99	1.80
62-89.99	1.95
90 or more	2.00

- In addition to GPA standards, students must demonstrate appropriate progress toward the completion of the degree. Full-time students must complete 24 academic credits prior to the beginning of the third semester, 48 credits prior to

the beginning of fifth semester, and 72 credits prior to the beginning of the seventh semester. Students failing to make appropriate progress as defined above will be placed on academic probation, and such students must complete 12 credits in the subsequent semester. Failure to complete these 12 credits results in suspension or dismissal from the college.

- Students placed on academic probation are required to develop Academic Probation Contracts in consultation with their academic advisors and the Office of Academic Support Services. These contracts specify the student's plan for academic improvement. Student adherence to the contract is evaluated at mid-term and students not conforming to the contract may be suspended or dismissed.
- Students should consult *The Catalog* and *The Pathfinder* for more information about these standards and procedures, including their rights under college policy.

Of special note to Social Work students:

Beyond the academic standards of the college, social work students must satisfy the academic standards of the Social Work Program. These standards are as follows:

- Social work students must complete all courses in the social work curriculum with a minimum grade of "C-".
- To be eligible for enrollment in the Social Work Professional Semester and its accompanying seminar, which are taken in the senior year (typically, Spring term), students must achieve an overall 2.5 GPA in required social work courses and an overall GPA of 2.0.

Transfer of Academic Credit and Credit for Prior Life Experience Policy

Credit for courses taken at accredited colleges and universities may be transferred into the Social Work Program in accordance with Juniata College policy. Normally, the transfer of credit requires the minimum grade of "C" and the course being imported to Juniata must reasonably approximate a course that is regularly offered at Juniata, based on learning objectives and content coverage. In instances where the reasonable approximation standard is not clearly met, the course for which transfer of credit has been requested is reviewed by the Department Chair of Social Work, Criminal Justice, & Sociology, in consultation with the Social Work Program Director and other department faculty, as applicable.

Students entering Juniata's Social Work Program from another college or university, and matriculated students taking courses elsewhere who wish to transfer credits into the program, must have each course evaluated by Social Work faculty, who will determine if the course or courses in question satisfy the program's needs and requirements. Students requesting transfer credit must submit syllabi, upon request, for review; if syllabi are unavailable, Social Work faculty may request other course materials in lieu of the syllabi. The Social work Program Director makes decisions pertaining to the transfer of credit into the program in consultation with the Department Chair and program faculty.

The Social Work Program will not accept the importation of transfer courses for any of the Social Work program of emphasis courses in its required curriculum, unless the course was taken at a college or university with a CSWE-accredited undergraduate social work program, and only if the course is a very close approximation of the same course as it is structured and taught at Juniata College, per learning objectives and content coverage. Determination of the transferability of a Social Work course into Juniata's Social Work program is made by the Program Director in consultation with the Department Chair and program faculty.

In keeping with the standards of the Council on Social Work Education, Juniata College Social Work program does not grant Social Work course credit for life experience or previous work experience, under any conditions. While life experience and previous work experience is often useful to the development of the knowledge, skills, values, and cognitive and affective processes of becoming a Social Worker, this experience does not qualify for course credit in the Social Work program.

Concerns about Academic Progress or Professional Growth

Under certain circumstances, the Social Work faculty may determine that a student seeking to complete a P.O.E. in Social Work is struggling to make academic progress or professional growth toward the B.S.W. degree. In such instances, members of the Social Work faculty recognize their professional and ethical responsibilities to discuss these concerns with the student, garner the student's input about causes and potential solutions, engage resources and support systems, and develop a plan to address these concerns in a way that is supportive and recognizes the student's developmental potential.

Concerns about Academic Progress may include:

- Failure to meet the standards of good academic standing and progress of the college, as noted above;
- Unsatisfactory academic performance in the Social Work Program, i.e., a final course grade below C- in any required Social Work course or failure to meet the 2.0 minimum GPA standards.

In occasional circumstances, there may be a concern beyond academic progress, such as in the student's professional performance and/or the alignment of Social Work practice with the student's values. It is the Social Work faculty members' obligation to address and document these concerns with the student in a sensitive, timely manner, so as to support the student in either addressing these concerns or identifying another path better for the student.

Concerns about Professional Growth may include:

- Violation of Social Work ethics as defined by the NASW Code of Ethics;
- Indication in dialogue, in or out of the classroom, that the student's personal values are not aligned with Social Work ethics;

- Violation of field placement expectations, as established in the *Field Placement Manual* and within the field agency;
- Violation of college policy concerning acceptable behavior (e.g., physical, sexual, or verbal violence toward anyone; not adhering to the standards of academic integrity);
- Inactive engagement in professional and student service organizations and/or involvement in volunteer and service-learning activities, as expected;
- Failure to address any other social, psychological, or emotional indicators that suggest a student's ability to responsibly engage in professional Social Work duties and functions ought to be questioned.

When suitability of academic or professional performance is of concern, Social Work faculty take deliberate steps to involve the student in an assessment of the issue in question, in relation to the student's interest in and commitment to the Social Work profession. Faculty take care in considering the rights of the student, as well as the ethical responsibility of the profession to act in the best interests of clients of social work services. Faculty also recognize that these concerns must be communicated in a timely manner, as early on in the student's college career as possible. Therefore, regular monitoring of student progress and development through the advising system is of great importance.

The program faculty advisor must document concerns about the Social Work student's academic and/or professional performance in a timely and comprehensive manner, using the electronic academic records systems, include Colleague Self-Service and Basecamp. If the student is ultimately counseled out of the Social Work Program of Emphasis due to academic and/or professional performance concerns and failure to resolve these concerns, those conversations must be documented in these systems, and also provided in writing to the student. The student's general advisor must also be involved in this communication.

A Note to Students about Their Degree and B.S.W. Credential

All Juniata students who satisfy the college's academic requirements are awarded a Bachelor of Science (B.S.) degree.

To acknowledge that social work students have successfully completed the requirements of an undergraduate program that is accredited by the Council on Social Work Education, a notation to that effect is made as part of the student's official permanent academic transcript, which is normally included as part of the student's professional portfolio. Thus, graduates of Juniata's Social Work Program may freely use the B.S.W. in their professional lives to rightly denote their status as professional social workers.

Student Rights and Responsibilities

Standards of Student Conduct

The fundamental underpinning principle of student conduct at Juniata College and in the Social Work Program holds that any behavior which infringes on the rights, safety, property, or privileges of others or which impedes the educational process of the college is unacceptable. The policies and regulations of the college regarding student social and academic behavior are found in *The Catalog* and *The Pathfinder*, the student handbook.

Discipline

Juniata attaches great importance to procedures that assure fairness and reasonableness in establishing and interpreting college regulations. It is the responsibility of the Dean of Student Services and Student Services staff to coordinate and monitor the judicial system in cases where violations of social or academic conduct occur. Principles of due process are observed and student rights, which are delineated in *The Pathfinder* for both social and academic violations, are assured. The Judicial Board, which hears cases of social misconduct, and The Academic Judicial Board, which hears cases concerning academic integrity, are comprised of faculty and student representatives.

The rights of students charged with social or academic violations of college standards and the appeal procedure for students who feel they have been treated unfairly in administrative hearings or by judicial committees are found in *The Pathfinder*.

Appeals of Academic Matters

Students have a right to appeal academic matters relating to graduation requirements, academic probation, academic suspension, and other such issues to the Student Academic Development Committee. Appeal procedures can be found in *The Pathfinder*.

The procedures for appealing a grade for academic work are described in *The Catalog* under the section on Academic Records. Students may dispute a grade given in or for a course using a consultative process involving the faculty member issuing the grade, then the department chair or program head, and finally the Provost. However, college policy holds that the faculty member issuing the grade has final authority for grade determinations.

Rights of Students with Disabilities

The responsibility for administering the policy regarding services to students with disabilities lies with the Dean of Students and the Director of Academic Support, and it is the Dean and Director who act in the role of advocate for these students in accordance with federal and state law.

Prospective students, as part of the admission process, and matriculated students in the course of normal college business will be provided opportunity to meet with the Dean or Director to discuss their accommodation needs and to learn about support that the college may provide them. Juniata students with disabilities may be asked to provide appropriate documentation in support of any reasonable accommodation they request.

Documentation concerning a disability will remain confidential and be kept on record in the Dean of Students Office. At no time will anyone other than the Dean, the Director, and the student with the disability be able to access the documentation. However, students may elect to have the information shared with whomever they choose, including their parents, professors, and other college staff.

Students with a documented disability will be considered for reasonable accommodation as described in their appropriate documentation, and in the Social Work Program every effort is made to respect the need for and to provide the required accommodation.

Students who have a need to be evaluated for a learning difference after being accepted to the college will be responsible for the financial expenses incurred. The Dean of Students and/or the Director of Academic Support Services will assist students in identifying appropriate evaluation and assessment resources.

Student and Professional Organizations

Social Work Program Philosophy

Becoming a professional social worker is lifelong process. As students at the beginnings of this process, there are many encouraged activities beyond the academic program intended to facilitate professional growth, acculturation into the profession, and achievement of personal and academic goals.

Social Work faculty strongly encourage social work students to be active members of student and professional organizations, and in so doing demonstrate their commitment to professional growth. These organizations have so much to offer in many, many ways.

The National Association of Social Workers (NASW): NASW is *the* professional organization for social workers, with a Pennsylvania chapter. For students and practitioners alike, NASW provides valuable resources, news, people, and information. Student memberships provide regular member benefits and services at greatly reduced rates. Students should visit www.socialworkers.org, the website of the National Association of Social Workers, the website of the NASW-Pennsylvania chapter, or see their social work program advisor, for more information.

The Juniata College Social Work Service Club: This is *the* organization for Juniata social work students, led by upper-level social work students, for which purposes include:

- fostering social and scholastic bonds among social work students;

- establishing and supporting service connections with the surrounding community and area social service agencies;
- complementing the professional development needs of its members via films, discussions, guest speakers, and other resources; and
- advocacy for the profession's interests at local, state and national levels.

Sigma Phi Alpha Social Work Honor Society: This honors society for social work students offers closer connections and support for students selected into the society across all social work programs nationally. The Juniata chapter of this honors society extends invitations for membership to the top 35% of Social Work students (by G.P.A. and courses completed) each Spring term, as determined by the Social Work faculty. For more information about Phi Alpha, see: <https://phialpha.org>



Juniata students have organized many other campus organizations in areas of various academic, community service, spiritual, and recreational interests. Social work students are encouraged to explore the opportunities that these student organizations have to offer. Opportunities can be identified at <https://www.juniata.edu/campus-life/activities/clubs.php>

Get involved and be a force. The campus and community can benefit from your expertise, energy, and other resources. They invite your active participation.

Field & Research Experience in Social Work

Levels of Field Work

Juniata's Social Work Program distinguishes between four modes of field work that, when integrated over the four-year undergraduate experience, serve to allow students to demonstrate increasing proficiency in their emerging professional repertoire. These four modes are as follows:

- ***Orientation to Social Service Networks (SW 230)***

This orientation is provided through in-class experiences, such as guest lectures, field trips, roleplay simulations, and ethical dilemma assignments. Students are exposed to a broad range of social services, programs, policies, and agency social work personnel through introductory coursework.

- ***Volunteer Work and Community Service (SW 230)***

Volunteer work and community service provide students with valuable experiences in social service agency settings. Beginning as soon as they are ready and willing, Social Work students are strongly encouraged to participate in

student organizations (namely, the Social Work Service Club) that work in consort with community agencies and networks.

In SW 230 (“Introduction to Social Work”), students engage in 20 hours of required volunteer work, often offered by the leadership of the Social Work Service Club. This volunteer work is intended to expose students to client populations and service agencies in an introductory manner.

Students are also encouraged to participate on service trips and in other community-engaged learning efforts across the college campus.

- ***Social Work Practice and Research Experience (SW 331/330 & SW 332)***

During the junior and senior year, Social Work students typically enroll in a series of courses that require them to engage in collateral field assignments to bridge the gap between theory and practice.

In SW 331 (“Social Work Practice: Individuals, Families, and Small Groups”), and SW 330 (the companion lab), students participate in a “mini-field experience”, for a total of 80 hours (typically, eight hours per week over a ten-week period) in an approved human service agency, under the supervision of an agency staff member. Through observations of helping professionals and interaction with client populations, students have an opportunity to apply what they learn in the classroom, including skills, knowledge and theory, and key ethical principles, including cultural humility.

In SW 332 (“Social Work Practice: Large Groups, Organizations and Communities”), students are required to participate in an organizational and/or community project of their choosing, which averages three hours per week per student across the semester. Projects vary, but have a collaborative emphasis in which students partner with at least one agency in order to engage meaningfully at the mezzo and/or macro level of Social Work practice.

- ***Social Work Professional Semester (SW 490)***

Social Work students are required to complete twelve credits and at least 500 hours of field instruction while enrolled in SW 490 (“Professional Semester”) in the spring of their senior year. Students are placed in a variety of social service settings under the supervision of an approved agency-based field supervisor, preferably a licensed social worker at the masters-level with at least two years of experience. Agencies are required, among other things, to provide both breadth and depth of experiential learning opportunities in a variety of programming areas, thus allowing students to practice and analyze a broad scope of social work skills and problem-solving approaches with client systems of various types. SW 495 (“Research Seminar”) is taken concurrently with SW 490, in order to provide an opportunity for students in the SW 490 field experience to meet with each

other in a discussion-based seminar and engage in assignments which meaningfully integrate coursework with the field experience.

The integration of knowledge, values, and skills into a professional social work practice repertoire is an ongoing developmental process. The four-mode approach to field experience and learning ensures that each student has a broad range of opportunities in a variety of settings, in order to apply, analyze, and synthesize social work knowledge, values, and skills on a regular basis throughout the undergraduate experience.

Student-to-student: Don't take your clients and cases home with you. While I know this is easier said than done, learning to leave your cases at the agency is a valuable skill. It keeps your outlooks sharper and your approaches more objective. It keeps you healthy and prevents burnout. Remember that you clients depend on you to be sharp, objective, and healthy.

Community Engagement Notation: At Juniata College, undergraduate students who log at least 120 hours of unpaid Community Engagement work over four years are qualified to have “Exemplary Community Engagement” noted on their transcript upon graduation. All Social Work students who successfully complete the required volunteer and field work in the Social Work P.O.E. qualify for this notation, if they have logged their community engagement hours in the Juniata College system, at least once per semester (it is recommended that students log on a daily, weekly, or monthly basis). Please contact studcommserv@juniata.edu for a link to the system to complete this hours log, and to complete the Community Engagement Honor Notation Worksheet. You will be responsible for getting your hours verified, receiving a signature from the Director of Community Engaged Learning, and submitting the worksheet and log to the Registrar for processing, by the last day of classes of your graduation semester.

Service Experiences & Trips: Beyond the Social Work Service Club (see above), the college sponsors service-learning experiences and trips, often over winter and spring break each year, that provide exceptional opportunities. As an example, the Juniata “Habitat for Humanity” club participates in the Collegiate Challenge where students from across the United States pool their resources on specific building projects. The Office of Community Engaged Learning also coordinates service trips, alternating between domestic and international sites. Recent trips have taken Juniatians to the Dominican Republic, Kentucky, Florida, Puerto Rico, and South Carolina. See <https://www.juniata.edu/offices/community-engagement> for more information.

Co-Curricular Transcripts (C.C.T.): Students are encouraged to take advantage of the C.C.T. in order to document and validate their community service and service-learning as part of their official college record. The C.C.T. can be an excellent complement to a student’s academic and professional portfolio. Information about the C.C.T. is available at the Career Services Office, or by asking an advisor.

Social Work Research Experiences

Research-informed practice and practice-informed research is embedded in practically every course in the Social Work P.O.E., for example through the use of scholarly and relevant articles to prompt discussions and activities, and explicit connections between theory and practice in lectures and readings. The required integrated research methods and statistics sequence (SW 214 & SW 215), typically taken in sophomore or junior years, guides Social Work students through learning and applying knowledge of the scientific process to study a specific population need or experience; students use the first course (Part I) to develop a proposal for research based on extensive review of literature and development of methods, and the second course (Part II) to receive IRB approval, complete data collection, analyze, and discuss implications resulting from their own direct research experience. Students develop both oral and written communication skills related to research.

During their junior and senior years, Social wWork students enroll in SW 330 (“Social Work Practice: Individuals, Families, and Small Groups Lab”), which is taken concurrently with SW 331 (“Social Work Practice: Individuals, Families, and Small Groups”), and SW 332 (“Social Work Practice: Large Groups, Organizations, and Communities”). These courses require students to engage in collateral field assignments to bridge the gap between theory and practice.

In SW 331/330, students research the population they will engage with in their mini-field experience, learning about thematic and contemporary needs, strengths, and experiences of the client population, as well as best practice approaches to helping the population. Students are encouraged to communication with the agency-based supervisor about what they have learned, and areas they need to continue to learn about in order to serve the population effectively.

In SW 332, students are required to participate in an organizational and/or community project, focused on grant-writing. Averaging three hours per week per student across the semester, the project serves to integrate theory and practice and to affect a change in some larger system, by creating a grant proposal that is informed by both literature and needs assessment. Students use information-gathering tools to collect data from the chosen agency that will help the student to better understand the needs of the client population, agency, and community, which is used to inform the grant proposal. This project also includes the development of an evaluation plan.

Throughout the curriculum, students are actively engaged in learning research approaches and methodologies that will be applicable to their studies and professional lives in social work practice. Instructors aim to take an applied and realistic approach to how students will practically use research in their professional development, to meet the needs of populations, agencies, and communities with whom they will work.

The Social Work Professional Semester (SW 490)

Senior social work students are required to complete twelve credits and at least 500 hours of field instruction while enrolled in SW 490 (“Social Work Professional Semester”), typically in the spring of senior year. Students are placed in a variety of social service settings under the supervision of an approved agency-based field supervisor. Agencies are required, among other things, to provide both breadth and depth of experiential learning opportunities in a variety of programming areas, thus allowing students to test and analyze a broad scope of social work roles and approaches with client systems of various sizes and types. SW 495 (“Social Work Professional Semester Research Seminar”) is taken concurrently with SW 490.

Student-to-student: When you are in field placements be open to lots of experiences and all of the various professionals with whom you’ll be working. These professionals are usually eager teachers who really enjoy working with students and helping them learn and grow.

Competency Development and Field Instruction in the Professional Semester

Senior Social Work students enrolling in The Social Work Professional Semester (SW 490) and its companion research seminar (SW 495) will have made considerable progress in acquiring the knowledge, values, and skills they need to become social workers. The Social Work Professional Semester challenges students to sharpen their approaches to practice in a social service agency setting under the supervision of an agency-based social worker and the guidance of social work faculty.

Assessment

Assessing the degree to which students demonstrate mastery of the program competencies is an important ongoing feature of the Professional Semester, and it is one over which students must assume considerable ownership. The professional growth and development competencies and practice behaviors provided below are a specific expression of the program’s ambitions and are the basis of formative and summative evaluation processes throughout the Professional Semester placement. [Note: The coding (e.g., EP2.1.1, etc.) of the competencies and practice behaviors is intentional so as to be consistent with the educational policies of the Council on Social Work Education. Persons affiliated with the Juniata’s Social Work Program will see similar coding in other program documents.

*See the **Social Work Field Placement Manual** for more information, including about the agency placement process, the research seminar, expected contact with faculty (particularly the Field Director), etc.*

Competencies and Behaviors of Social Work Practice (2015 EPAS):

The following nine competencies and behaviors, as articulated by the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education, are achieved by course and field experiences in the Juniata College Social Work program.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and;
- 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 3.2 engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 4.1 use practice experience and theory to inform scientific inquiry and research;
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- 5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services; and
- 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social Workers value the principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

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