

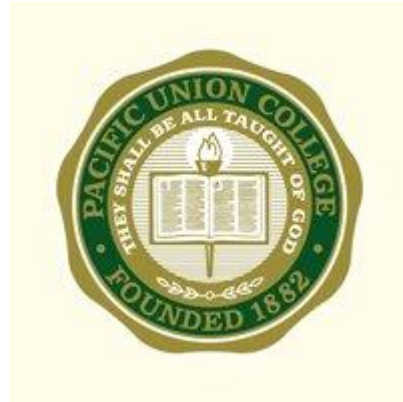
Pacific Union College

Social Work Program

Student Handbook
2021-2022

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Angwin, CA 94508
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Accredited by the Council on
Social Work Education



“For the poor shall never cease out of the land: therefore I command you, saying, You shall open your hand wide to your brother, to your poor, and to your needy, in your land.”

Deuteronomy 15:11

COMPASSION ♦ KNOWLEDGE ♦ ACTION

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Social Work Program Mission Statement

The mission of the Pacific Union College Social Work Program is to prepare students in a Christian community of liberal learning for competent generalist social work practice and the pursuit of graduate social work education. Linkages between the heritage of social work, the values of the profession, and the ideals of Christian service are highlighted. The emphasis of the program is to train students as effective agents of action, advocating for populations-at-risk and for those who are impacted by social and economic injustice and factors of diversity.

Preface

The *Social Work Handbook* has been developed to provide social work majors, program faculty, advisory board members, field instructors, and prospective students an overview of the accredited Bachelor of Social Work (BSW) Program at Pacific Union College. The handbook provides information on the field of social work, areas of practice, and the specific mission of the program. Also outlined in this manual is information on program objectives, outcomes, curriculum, the advisement process and the formal admissions procedure.

This handbook is a guide to be used by the student throughout his/her educational experience along with the *Pacific Union College General Catalog* and *College Student Handbook*. The *Social Work Field Instruction Manual* will be made available to social work majors prior to their senior year field placement.

Amendments to the handbook may be made during the year. The Social Work Program reserves the right to add, amend, or cancel any of its policies or procedures for any reason, in whole or in part, and at such times as deemed necessary.

Every effort has been made to ensure the accuracy of the information in the handbook. You should, however, be advised that the information in the handbook does not constitute a contract between the Program and a student or applicant for admission and the information is subject to change without notice. Please consult with the Director of the Social Work Program for current information and or to receive answers to question you have related to the handbook.

The social work faculty are committed to training students as effective social workers of the future, ready to meet the needs of diverse clients within their communities. They feel social work is a form of “practical theology” - demonstrating Christ’s love through a life dedicated to service.

It is the hope of the faculty that students will not only gain the knowledge and theory pertinent to becoming competent practitioners, but also develop a concern and compassion for others that is demonstrated as professionals.

The faculty hope to provide students with the skills and knowledge needed for this journey. They also look forward to learning from the gifts each student offers. Students are invited to drop by with questions, comments, concerns, or simply to “chat.”

Social Work Program Faculty and Staff

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Introduction to the Social Work Profession

Social work is an exciting and challenging career option for the 2010's and beyond. It is an occupation within the "helping professions" that provides essential assistance to individuals, families, groups and communities with diverse needs. The roots of social work reach deep into Judeo-Christian history, reflecting an abiding interest and concern for vulnerable and disadvantaged individuals. The social work profession also has a rich history of involvement in the development of programs, services, and policies addressing social issues throughout American history. It is this mission of social betterment on which social work remains focused.

The contemporary field of social work provides a broad spectrum of services to members of society who often face complex challenges. Social workers help people take on these challenges by focusing on a "person-in-environment" approach to working with the various systems impacting them.

According to the National Association of Social Workers Code of Ethics, the central values of social work are improving *service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence*. Social workers utilize an *action oriented* approach, applying *comprehensive practice knowledge and skills* in effecting change at multiple levels. It is important for social workers to take an active role in their work with individuals and the larger systems that impact them. Because of this, it is vital that social workers become effective advocates and practitioners in the areas of direct clinical practice, community organization, administration, and legislative work.

The practice of social work is based on a *Code of Ethics* adopted by the National Association of Social Workers. It provides general guidelines for professional behavior, which are based on the values of the social work profession. Social worker's ethical responsibilities to clients, colleagues, employers and employing organizations, the profession, and society are described. The Code also provides guidance on appropriate comportment

and conduct (Encyclopedia of Social Work, 1995). The Code of Ethics is vital to the accountability of the profession and is a guide that can be utilized by the social worker, clients, and the community to understand what professional practice looks like. In addition, Guidelines from the North American Association of Christians in Social Work (1985) are also used by the program to define professional and compassionate social work practice.

The field of social work offers a wide range of practice settings and career opportunities. Social workers can choose any one of a variety of social issues at the individual, family, group, community, administrative, or legislative level. It is an exciting profession that continues to evolve as it attempts to meet the needs of an ever changing society.

Fields of Practice and Social Issues

The field of social work practice covers many diverse work settings in both private and public organizations. *Practice areas* include:

- aging services;
- children and youth services;
- community action agencies;
- criminal justice services;
- developmental disabilities;
- domestic violence programs;
- employee assistance;
- family services;
- homeless shelters;
- income maintenance and government services;
- medical and health (nursing homes, hospices, hospitals, home health and public health);
- mental health and crisis services;
- schools;
- substance abuse programs; and
- veterans' services.

Social issues that social workers address include:

- abortion;
- AIDS and other medical illnesses;
- child abuse and neglect;
- civil rights, discrimination, and inequality ;
- disabilities (physical and developmental);
- disaster relief;
- domestic violence;
- elder issues, including abuse and long-term planning;
- family issues, including divorce and separation;
- foster care and adoption;

- issues of diversity related to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation;
- legal issues, corrections, and juvenile delinquency;
- loss and grief;
- mental health issues;
- poverty, hunger, and homelessness;
- substance abuse; and
- teen pregnancy.

Social work organizations are designed to help people address these societal issues through a variety of service delivery approaches. Social workers also play a role in the development and implementation of policies and laws that impact these social issues.

Program Goals

Our social work program has three goals that define the purpose of the program. They are:

► **Goal 1: Prepare students for competent generalist social work practice and the pursuit of advanced practice graduate social work education.** We use the same definition of generalist social work practice as the Council on Social Work Education (CSWE)—that “Generalist practice is grounded in the liberal arts and the person and environment construct” and that in order “to promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice” (CSWE, 2015, Educational Policy 2.0).

In planning for the graduate education of our students we use the definition of specialized practice used by CSWE—that “Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values and skills to engage, assess, intervene and evaluate ” (CSWE, 2015, Educational Policy M2.1).

► **Goal 2: Lead students to a reflective appreciation of the history, philosophy, and values of the social work profession and from this appreciation develop in them a concern and compassion for populations-**

at-risk, an understanding of the conditions and factors that impact these groups, and an appreciation of the strengths and resilience they possess. The program focuses on the development of this goal by building a historical knowledge base on which students can assess their own worldview and value base. Throughout the curriculum the program stresses the importance of multilevel interventions and the need for competence in micro (individual), mezzo (group/family), and macro (community/policy) system interventions.

► **Goal 3:** Use local and state social and fiscal conditions as a laboratory to promote student understanding of, and competent promotion of, social and economic justice. This goal is met, in large part, by bringing instances of injustice into the student's immediate awareness. We place emphasis supporting students in their role as active advocates of change and on identifying and building on the diverse and unique strengths they presents in this capacity. The College is located within the uniquely diverse county of Napa. Issues of special interest to the program are the needs of the Latino community (particularly the needs of the migrant worker), issues of poverty as they affect children, the elderly, and families within our communities.

Due to the unique needs of the local community, the program highly encourages students to become bilingual. Fortunately, almost half of the program's students are bilingual, with some being trilingual.

As declared in the program's mission statement, the social work program has as its primary objective to prepare student's to enter the profession as competent generalist social work practitioners. This primary objective supports the mission of Pacific Union College, which seeks to prepare its students for fellowship with God and service to Him through service to humanity.

Program Student Learning Outcomes

In addition to the Department of Psychology and Social Work's two Student Learning Outcomes (D-SLO's), "Demonstrate respect for the core department values of free inquiry, diversity, responsible citizenship, and service to God and Humanity" and "Demonstrate recognition of the moral tensions, and appreciation of the common values, between the professions and the Christian faith," the Social Work Program has nine Student Learning Outcomes (SLO's) that support its mission and goals to train students as competent generalist social workers, ready for beginning professional practice in accord with the standards of the Council on Social Work Education and for the pursuit of graduate social work education. These SLO's provide the standard by which student outcomes are evaluated. By graduation, students will:

Social Work Program SLO's

- Competency 1: Demonstrate ethical and professional behavior
- Competency 2: Engage diversity and difference in practice
- Competency 3: Advance human rights and social, economic, and environmental justice
- Competency 4: Engage in practice-informed research and research-informed practice
- Competency 5: Engage in policy practice
- Competency 6: Engage with individuals, families, groups, organizations, and communities
- Competency 7: Assess individuals, families, groups, organizations, and communities

- Competency 8: Intervene with individuals, families, groups, organizations, and communities
- Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

Our nine SLO's are taught and monitored throughout the core and cognate social work courses, Social Work Education Assessment Project (SWEAP) tools, Competency Assessment, Senior Exit Survey, and the general education curriculum measurements. Final assessment of each student's level of attainment of the nine Program SLO's is accomplished using the SWEAP Field/Practicum Placement Assessment Instrument (FPPAI)—one completed by the student's field instructor and a second FPPAI completed by the student.

Relationship of B.S.W Goals and Student Learning Outcomes to Required Courses

PROGRAM GOALS	STUDENT LEARNING OUTCOMES	REQUIRED SOCIAL WORK COURSES	
<p>Goal 1: <i>Prepare students for competent generalist social work practice and the pursuit of advanced practice graduate social work education.</i></p>	<ul style="list-style-type: none"> ● Competency 1: Demonstrate ethical and professional behavior ● Competency 2: Engage diversity and difference in practice ● Competency 3: Advance human rights and social, economic, and environmental justice ● Competency 4: Engage in practice-informed research and research-informed practice ● Competency 5: Engage in policy practice ● Competency 6: Engage with individuals, families, groups, organizations, and communities ● Competency 7: Assess individuals, families, groups, organizations, and communities ● Competency 8: Intervene with individuals, families, groups, organizations, and communities ● Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities 	PSYC 121 PSYC 322 PSYC 358 PSYC/SOWK 368 PYSC/SOWK 394 PSYC/SOWK 490 SOCI 355 SOCI/SOWK 232 SOWK 121 SOWK 275 SOWK 340 SOWK 345 SOWK 376 & 377 SOWK 382, 383, & 465 SOWK 468 SOWK 476, 477, & 478 SOWK 486, 487, & 488	General Psychology Research Design Abnormal Psychology Principles of Counseling Colloquium Issues in Religion, Ethics, & the Human Sciences Cultural Diversity American Social Problems Introduction to Social Work History & Philosophy of Social Welfare Institutions Writing for Social Work Social Work Professional Development HBSE I and II Practice Theory I, II, and III Social Welfare Policy & Contemporary Social Issues Field Experience I, II, and III Integrative Field Seminar I, II, and III
<p>Goal 2: <i>Lead students to a reflective appreciation of the history, philosophy, and values of the social work profession and from this appreciation develop in them a concern and compassion for populations-at-risk, an understanding of the conditions and factors that impact these groups, and an appreciation of the strengths and resilience they possess.</i></p>	<ol style="list-style-type: none"> 2. Apply social work ethical principles to guide professional practice. 4. Engage diversity and difference in practice. 5. Advance human rights and social and economic justice. 	PSYC 121 PSYC 322 PSYC 358 PSYC/SOWK 368 PYSC/SOWK 394 PSYC/SOWK 490 SOCI 355 SOCI/SOWK 232 SOWK 121 SOWK 275 SOWK 340 SOWK 376 & 377 SOWK 382, 383, & 465 SOWK 468 SOWK 476, 477, & 478 SOWK 486, 487, & 488	General Psychology Research Design Abnormal Psychology Principles of Counseling Colloquium Issues in Religion, Ethics, & the Human Sciences Cultural Diversity American Social Problems Introduction to Social Work History & Philosophy of Social Welfare Institutions Writing for Social Work HBSE I and II Practice Theory I, II, and III Social Welfare Policy Field Experience Integrative Field Seminar
<p>Goal 3: <i>Use local and state social and fiscal conditions as a laboratory to promote student understanding of, and competent promotion of, social and economic justice.</i></p>	<ol style="list-style-type: none"> 4. Engage diversity and difference in practice. 5. Advance human rights and social and economic justice. 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. 9. Respond to contexts that shape practice. 10. Engage, assess, intervene, and evaluate with individuals, small groups, families, groups, organizations, and communities. 	PSYC 121 PSYC 322 PSYC 358 PSYC/SOWK 368 PYSC/SOWK 394 PSYC/SOWK 490 SOCI 355 SOCI/SOWK 232 SOWK 121 SOWK 275 SOWK 340 SOWK 345 SOWK 376 & 377 SOWK 382, 383, & 465 SOWK 468 SOWK 476, 477, & 478 SOWK 486, 487, & 488	General Psychology Research Design Abnormal Psychology Principles of Counseling Colloquium Issues in Religion, Ethics, & the Human Sciences Cultural Diversity American Social Problems Introduction to Social Work History & Philosophy of Social Welfare Institutions Writing for Social Work Social Work Professional Development HBSE I and II Practice Theory I, II, and III Social Welfare Policy Field Experience Integrative Field Seminar

Social Work Curriculum

The social work program at Pacific Union College is a Council on Social Work Education-accredited program and the curriculum is in line with the guidelines established by this accrediting body. According to the Council on Social Work Education:

Generalist practice is grounded in the liberal arts and the person-in-environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices (Council on Social Work Education, 2015).

The curriculum design of the BSW program at Pacific Union College addresses the liberal arts perspective and methods for practice with diverse individuals, families, groups, organizations, and communities through its own unique general education and social work courses consistent with the mission of the college and social work program. The majority of practice content areas (social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education) are infused through-out the social work curriculum, providing the student with an overall understanding of the relevancy of these issues to all aspects of generalist practice.

The social work curriculum (not including general education courses) at Pacific Union College is composed of a compilation of required social work courses and a number of related cognate courses. Students are also expected to complete 8 elective hours to be selected in consultation with their advisor. Students are strongly encouraged to review the following courses for consideration in fulfilling this requirement: Cultural Anthropology, Introduction to Sociology, Assertive Behavior, The Family, Death and Dying, Gender Issues, and/or Spanish language courses offered

by the Modern Languages Department. As is the case in many professions, being bilingual is a highly valued skill in the field of social work.

A total of 192 quarter hours are required for graduation. Students are encouraged to work closely with their faculty advisor to assure proper selection of courses and to develop a personalized educational plan.

Students are required to have/seek practical experience in service or social work areas, either as a volunteer or as a paid position. The supervisor of this experience is to be one of the student's references when they apply to the program in their junior year. The Angwin community offers several opportunities for students interested in community service.

The Table on the following page provides the student with an understanding of how the liberal arts and cognate courses support the professional foundation of the social work curriculum.

Required and Elective Social Work Courses Descriptions

LOWER DIVISION COURSES:

SOWK 121 INTRODUCTION TO SOCIAL WORK

Introduction to the profession of social work and social interventions. Fields of practice, practice methods, and the knowledge, values, ethics, and skills of the profession. Focus on social work and populations-at-risk and issues of human diversity. Open to all students interested in the profession of social work and social interventions.

3 Credits

SOWK 126 ASSERTIVE BEHAVIOR

Emphasis on developing basic skills and confidence in clarifying one's desires or needs and communicating them to others in socially acceptable and effective ways. Learning through role playing, discussion, and setting personal goals.

2 Credits

SOWK 214 THE FAMILY

Exploration of the meaning and functions of family systems. The adjustments of pre-marriage, marriage, and family living viewed as a system, with focus on skills designed to establish and maintain the family institution.

4 Credits

SOWK 232 AMERICAN SOCIAL PROBLEMS

An introduction to major social problems in current American society. Causality, current dynamics, and projections on the future climate of social change related to crime, violence, population, environment, family issues, discrimination, social and economic justice, and health care.

4 Credits

SOWK 260 DEATH AND DYING

Focuses on bio-psycho-social, cultural and spiritual factors related to death and dying. Includes a review of the physical aspects, agencies and institutions involved in the death process; legal issues; psychological theories of grief and mourning; and cultural, spiritual, and religious death rituals and beliefs. Also emphasizes support for professional crisis workers (e.g. police, firefighters, nurses, doctors, and ministers) and traumatic stress responses to disasters.

4 Credits

SOWK 275 HISTORY AND PHILOSOPHY OF SOCIAL WELFARE INSTITUTIONS

Exploration of changing value systems and philosophies and the attempts of society and social welfare institutions to meet human needs. Examination from both historical and current perspectives. Prerequisites: SOWK 121, PLSC 124 and HIST 101+102 or HIST 134+135.

3 Credits

UPPER DIVISION COURSES

PSYCH 322 RESEARCH DESIGN

Methods of inquiry in the behavioral sciences from conception of idea to analysis of data. Includes the experiment, survey research, observational methods, and program evaluation. Three lectures and one laboratory per week. The laboratory introduces the student to the Statistical Package for the Social Sciences (SPSS). Prerequisites: PSYC 121, STAT 222.

4 Credits

PSYC 358 ABNORMAL PSYCHOLOGY

Overview of psychological disorders: description of symptoms, course of the disorder, etiology, and treatment. Includes survey of current biological and behavioral research in psychopathology and behavioral disorders. Prerequisite: PSYC 121. Recommended prerequisite: PSYC 344.

4 Credits

SOCI 355 DIVERSITY

History of ethnic groups in the United States. Ethnic groups studied include African Americans, Jewish Americans, American Indians, Asian Americans, Latin Americans, and European Americans. The nature of prejudice and discrimination, especially as evidenced in contemporary American racial problems; possible solutions of group conflict.

3 Credits

SOWK 340 WRITING FOR SOCIAL WORK

This course emphasizes the process of critical thinking and analysis and the process of effective professional writing required in social work practice. Students will apply social work concepts to prepare various written samples. Guidelines for using electronic forms of communication will also be addressed. Prerequisites: ENGL 101+102. Corequisite: PSYC 322. Enrollment limited to junior B.S.W. majors, or those who have permission of the instructor. Repeatable for credit at the approval of the department.

1 Credit

SOWK 341 Social Work Professional Development

Students will investigate employment opportunities, credentialing regulations, professional goal-setting, lifelong learning, characteristics of professional organizations, and the use of available supports. This course looks beyond the student experience to prepare individuals for successful social service careers. Prerequisites: COMM 105, PSYC 322, and SOWK 340.

2 Credits

SOWK 368 PRINCIPLES OF COUNSELING

A pre-practice introduction to the work, ethical issues, and theories of counseling. Emphasis on establishing a beginning personal philosophy of counseling. Prerequisite: PSYC 121. Recommended prerequisite: PSYC 344 or 358.

4 Credits

SOWK 376 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

The bio-psycho-social factors that impact or influence behavior from infancy through young adulthood from the person-in-environment perspective. Focus

on the assessment process in generalist practice, with special attention to cultural awareness and factors of human diversity. Emphasis on research relevant to social work practice. Prerequisites: SOWK 275, BIOL 223, PSYC 121.

3 Credits

SOWK 377 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II

The bio-psycho-social factors that influence behaviors of individuals from young adulthood through the elder years from the person-in-environment perspective. Focus on the assessment process in generalist practice, with special attention to cultural awareness and factors of human diversity. Emphasis on research relevant to social work practice. Prerequisite: SOWK 376.

3 Credits

SOWK 382 PRACTICE THEORY I

Emphasis on the generalist model of practice with focus on work with individuals. The micro level of intervention as it relates to client engagement, problem assessment, data collection, goals, strategies, action, and evaluation to help the client or client system resolve problems. Three lectures and one laboratory per week. Prerequisites: SOWK 368, 376, 377. Enrollment limited to B.S.W. majors who have obtained or are eligible for admission to the Social Work Program.

4 Credits

SOWK 383 PRACTICE THEORY II

Emphasis on the generalist model of practice with small groups and family systems. The mezzo level of intervention as it relates to group goals, structure, dynamics and processes. Focus on development of basic mezzo

skills and techniques in working with groups and families of various composition and age. Three lectures and one laboratory per week. Prerequisites: SOWK 368, 376, 377, 382. Enrollment limited to B.S.W. majors.

4 Credits

SOWK 390 GENDER ISSUES

Historical, biological, sociological, cultural, and psychological impacts on gender issues, both male and female. Significant emphasis on the effects on the individual, family, workplace, community, and society. Breaking stereotypes and barriers.

3 Credits

SOWK 394 COLLOQUIUM

Topics of current interest in social work and psychology. Includes guest speakers, progress reports on student and faculty research, and presentations on current professional issues. Required for all department majors during each quarter of the sophomore and junior years. Prerequisite: PSYC 121. Repeatable to a maximum of 6 times (1.2 credits).

1 Credit

SOWK 465 PRACTICE THEORY III

Basic knowledge at the macro level necessary for functioning effectively in generalist social work roles. Focus on problem-solving methods for desired change within generalist practice; organizations and communities as they promote, restore, maintain, and enhance social functioning. Emphasis on community organization with diverse populations and on research techniques. Prerequisite: SOWK 382, 383. Enrollment limited to B.S.W. majors.

4 Credits

SOWK 468 SOCIAL WELFARE POLICY AND CONTEMPORARY SOCIAL ISSUES

Focuses on policy analysis, critical thinking and current political issues at the state and federal levels as they impact diverse client populations. Explores the active role of the generalist social worker in this process. Prerequisite: SOWK 275, ECON 261.

3 Credits

SOWK 476 FIELD EXPERIENCE I

A placement of 150 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 382. Corequisites: SOWK 383 and 486. Enrollment limited to senior B.S.W. majors with Full Acceptance into the Social Work Program or Provisional Acceptance (Prerequisite Coursework) and an approved plan of action. Qualifies for IP grading.

5 Credits

SOWK 477 FIELD EXPERIENCE II

A placement of 120 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 476. Corequisites: SOWK 465 and 487. Enrollment limited to senior B.S.W. majors with Full Acceptance into the Social Work Program or Provisional Acceptance (Prerequisite Coursework) and an approved plan of action. Qualifies for IP grading.

4 Credits

SOWK 478 FIELD EXPERIENCE III

A placement of 150 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 477. Corequisite: SOWK 488. Enrollment limited to senior B.S.W. majors with Full Acceptance into the Social Work Program or Provisional Acceptance (Prerequisite Coursework) and an approved plan of action. Qualifies for IP grading.

5 Credits

SOWK 486 INTEGRATIVE FIELD SEMINAR I

A seminar to facilitate the transition from theory to practice. Corequisite: SOWK 476. Qualifies for IP grading.

1 Credit

SOWK 487 INTEGRATIVE FIELD SEMINAR II

A seminar to facilitate a continued integration of theory and practice issues. Prerequisite: SOWK 486. Corequisite: SOWK 477. Qualifies for IP grading.

1 Credit

SOWK 488 INTEGRATIVE FIELD SEMINAR III

A seminar designed to provide opportunity for practicum students to exchange learning from their field settings. Emphasis on continued integration of theory and practice issues, with particular emphasis on team consultation skills. Prerequisite: SOWK 487. Corequisite: SOWK 478. Qualifies for IP grading.

1 Credit

SOWK 490 ISSUES IN RELIGION, ETHICS, AND THE HUMAN SCIENCES

Exploration of tensions in belief, conduct, and identity that arise from being both a Christian and a person changed through contact with the human sciences. Special attention to issues for Christians entering professions in psychology and social work. Prerequisite: PSYC 121. Open to senior majors in the Psychology & Social Work Department and to others by permission of the instructor.

4 Credits

SOWK 495 INDEPENDENT STUDY

Enrollment limited to advanced students wishing to do independent research on a specific topic of current social work interest and its implication for integrative practice.

1-3 Credits

Transfer Credit

Policies which affect transfer students throughout the college also affect students in the social work program. *Please refer to the Pacific Union College General Catalog for general transfer credit information.* Students who transfer to Pacific Union College as social work majors from *C.S.W.E. accredited programs* must have their transcripts evaluated by the Social Work Program Director. Transcripts will be assessed to determine what courses will be accepted for credit towards the professional foundation curriculum. Syllabi and other forms of information are generally requested by the Program Director to assist with this process.

Courses from *non-accredited social work programs* will be reviewed by the Director and faculty to determine if they meet all the required standards established by the program in that area of the curriculum. Students will be asked to present the Social Work Program Director a copy of the course syllabi, bulletin copy, other supporting materials, and a written request to accept the transfer for credit. The Program Director and faculty will review each course based on a review of the course objectives, content outline, learning activities, theoretical frames of reference, and bibliographies. Qualifications of the instructor will also be reviewed. Students will be informed in writing of the decision of the program within 2 weeks of submission of the special request. Field practicum courses *may NOT* be transferred from an unaccredited to an accredited program.

Students *cannot* receive course credit for life experience or former social service agency work. In addition, upper division credit is not allowed for junior college courses or for courses numbered as lower-division credit at another senior college or university (see *Pacific Union College General Catalog*). This said, the student may be granted credit for having met a given major or G.E. graduation requirement through the successful completion of such courses.

Students should refer to the *Pacific Union College General Catalog* for information regarding Credit by Examination. *No credit* by examination is

available for required core social work courses. Please contact the Records Office for information regarding courses where credit by examination and advance standing is available.

Students should contact the Records Office to determine what transfer credits will be accepted as meeting general education and social work course requirements.

Program Admissions Process and Academic Standards

The social work program at Pacific Union College recognizes the mission and commitment of the profession in providing services to the socially and economically disadvantaged, populations-at-risk, and other minority groups. In the interest of serving the diverse populations found within our society, the social work program places an emphasis on recruiting, and retaining, majors who reflect and/or value these diversities. *Therefore, the social work program is committed to equal opportunity for eligible students of any age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.*

Students applying to the BSW program must follow the process outlined below as they begin their junior-level coursework in order to be considered for admission. Please consult with the Program Director for any further clarification of this procedure.

1. **Complete the Program Admissions Packet.** The student must complete the admissions packet in its entirety and present it to the admissions committee *by the deadline provided*. The packet includes:
 - a) **Admission Application.** The Student must complete the admissions application included in the packet. All applications must be signed and dated.
 - b) **Reference Letters.** Three letters of reference must be completed on standardized forms provided by the program. One letter of reference must be from a person who supervised the student a minimum of 30 hours in a social work or social service position.

Upon completion, the admissions packet should be given to the Program Director by the scheduled deadline. It is the student's responsibility to ensure that all materials are completed and turned in for review prior to the application deadline.

- 2. Complete the Personal Admissions Interview.** The Program Director will schedule the student for a personal interview with the Social Work Program Admissions Committee. The Admissions Committee is comprised of the Program Director, Field Coordinator, and as many other program faculty as are available. The Program Director sets the deadlines for the process each year, schedules the meetings, organizes the paper work, but it is the Admissions Committee that assigns admission status. The junior/senior advisor will work with students who are given Provisional Acceptance in order to help them locate resources that might assist them in the process of obtaining Full Acceptance.

ACADEMIC STANDARDS (ADMISSION)

The admissions committee will review the following academic standards when evaluating the student for admission to the professional Bachelor of Social Work Degree Program.

1. **Successful Completion of Required Pre-Requisite Courses.** These courses include:

BIOL 223: Medical Terminology;
COMM 105: Speech Communication;
ECON 261: Macroeconomics;
ENGL 101: College English;
ENGL 102: College English;
PLSC 124: Introduction to American Government OR
Introduction to Political Thought
PSYC 121: General Psychology;
SOWK 121: Introduction to Social Work;
SOWK 232: American Social Problems; and
SOWK 275: History and Philosophy of Social Welfare
Institutions.

“Successful” completion of a course requires a grade of C- or higher.

2. **Demonstration of Satisfactory Course Performance.** The student must maintain a minimum overall grade point average (GPA) of 2.25. The student must also maintain a minimum major GPA of 2.5 (core and cognate courses). Core and cognate courses with grades below C- will not fulfill major requirements and such courses not passed with a C- or better (including withdraws for failing to meet the C-standard) can be repeated only once.
3. **Demonstration of Effective Oral Communication Skills.** In addition to successful completion of the general education communication requirement, this skill area will be evaluated through active participation in social work courses, class presentations, and the personal admissions interview.

4. **Demonstration of Effective Written Communication Skills.** In addition to successful completion of the general education communication requirement, this skill area will be evaluated by the successful completion of written content in social work courses and review of the admission application.
5. **Demonstration of Attitudes, Behaviors, Mental Health, and Ethics Appropriate to the Social Work Profession.** Any concerns regarding problems in this area will be a factor for review by the admissions committee and may impact the student's admission or continuation in the program. Specific areas for review include, but are not limited to concerns identified in the letters of reference, classroom behavior, pre-practice competency evaluations, derogatory actions or statements related to issues of diversity, plagiarism, cheating, and any violation of, or inability to fulfill, the NASW Code of Ethics (National Association of Social Workers, 2020).

Social work is a helping profession and requires the emotional stability of professionals working within the field. Because of this, students must demonstrate personal behaviors that indicate an emotional and psychological stability that will allow them to perform appropriately and effectively within the social work field (National Association of Social Workers, 2020). If concerns arise regarding the student's ability to manage personal conflicts or issues, the Admissions Committee might deny program admission to the student. If this happens, the student can ask a social work faculty member to help them locate resources that might help with their area of need.

6. **Work or Volunteer Social Work/Social Service Experience.** One letter of reference must be from a person who supervised the student a *minimum of 30* hours in a social work or social service position. Final determinations of work/volunteer experience as "social work or social service" will be made by the admissions committee.

ADMISSIONS STATUS

The Admissions Committee will evaluate each student based on the academic standards outlined above and take action accordingly. Failure to meet all academic standards will likely result in a one year delay in entering Field Experience. Only students with Full Acceptance, or Provisional Acceptance: Prerequisite Coursework with an approved plan for completing outstanding coursework and completion of Practice Theory I with a grade of C- or higher, will be allowed to apply for Field Experience. Students will be given notification of acceptance status as described below.

1. **Full Acceptance.** This status will be provided to students who meet all the academic standards and are accepted into the program without reservation.
2. **Provisional Acceptance.** This status will be assigned to students who do not meet the standard of acceptance in one or more of the following areas, but demonstrate a willingness and capacity to make needed changes and/or make up missing coursework, and meet all other program academic standards.

Prerequisite coursework. This status will be assigned to students who are *lacking one or more of the required prerequisite courses.* The student, in conjunction with their academic advisor, is to develop a plan of action that details when each missing prerequisite course will be taken. Review of this status will take place on a quarterly basis as long as the student is actively pursuing a BSW degree at Pacific Union College. Failure to take adequate action will likely delay or block entry into a social work internship and completion of the BSW degree.

Oral Communication. This status will be assigned to students whose *difficulty communicating orally poses a potential threat to effective professional practice while working with vulnerable*

populations, but who demonstrate a willingness and capacity to improve/change. Review of this status will take place on a quarterly basis as long as the student is actively pursuing a BSW degree at Pacific Union College. Students are advised to ask a social work faculty member to help them locate resources that might help with their area of need. Failure to take adequate action will likely delay or block entry into a social work internship and completion of the BSW degree.

Written Communication. This status will be assigned to students whose *difficulty communicating in writing poses a potential threat to effective professional practice while working with vulnerable populations, but who demonstrate a willingness and capacity to improve/change.* Review of this status will take place on a quarterly basis as long as the student is actively pursuing a BSW degree at Pacific Union College. Students are advised to ask a social work faculty member to help them locate resources that might help with their area of need. Failure to take adequate action will likely delay or block entry into a social work internship and completion of the BSW degree.

Behavioral Indicators. This status will be assigned to students whose *behavior (e.g., chronic tardiness to class, late/missing assignments, or despondence resulting in an inability to engage effectively with classmates/teachers/clients) poses a potential threat to effective professional practice while working with vulnerable populations and/or threaten the reputations of field agencies and the PUC social work program, but who demonstrate a willingness and capacity to change.* Review of this status will take place on a quarterly basis as long as the student is actively pursuing a BSW degree at Pacific Union College. Students are advised to ask a social work faculty member to help them locate resources that might help with their area of need. Failure to take adequate action will likely delay or block entry into a social work internship and completion of the BSW degree.

3. **Denial.** The Admissions Committee may deny the student acceptance into the social work program for failure to meet the academic standards, as evaluated by the committee. Students who have been denied by the Admissions Committee *may not* enroll in Practice Theory or Field Experience courses. Students who are denied admission are encouraged to work with their academic advisor and the Program Director to discuss if seeking resources in their area of need might lead to admission into the program.

ACADEMIC STANDARDS (RETENTION)

After students are admitted to the social work program, they must continue to meet the following academic standards:

1. Maintain a minimum overall GPA of 2.25 and a minimum mean GPA of 2.5 in core and cognate courses. Students falling below this standard will lose their admissions status and have to reapply to the program once their GPA is back within the standard. There is one acceptance to this rule. Students who drop below the GPA standard while logging in hours at an internship will be granted one quarter of probation without losing their admission status. If the student is not able to bring their GPA within the standard he/she will lose their admission status, be withdrawn from their internship, and have to reapply for admission into the program. Students must bring their GPA within the standard before they can graduate from the program.
2. Pass all core and cognate courses with a C- or better *and* pass all such courses on the first or second attempt (including withdraws for failing to meet the C- standard).
3. Uphold the N.A.S.W. Code of Ethics, with particular attention to validating the dignity and worth of ALL people, as demonstrated through attitudes, behaviors and practice within both the classroom and field work settings;
4. Meet with academic advisor at regularly scheduled intervals for advisement purposes; and
5. Maintain satisfactory progress through required courses, with no apparent barriers that preclude the student from completing upper division course work and field placement portions of the program. This could include attitudes, behaviors, mental health issues, and/or other personal problems and issues that might prevent students from

meeting the responsibilities required for satisfactory progress and providing effective professional service to vulnerable populations.

Students who fail to maintain the requirements outlined in the academic standards for retention may be suspended or terminated from the program based on a review of the matter and subsequent decision by the Admissions Committee. Termination from the program prevents completion of the BSW degree.

Appeal Process

Students may appeal any decisions of the Admissions Committee by following the Grievance Policies and Procedures as outlined in the *Pacific Union College General Catalog*. Please contact the Program Director for further clarification of this process.

Financial Aid

Students requiring financial aid are directed to *Student Financial Services* at (707) 965-7200 or studentfinance@puc.edu . The Student Financial Aid Services staff will assist students in applying for gifts, aid, scholarships and grants for which they may be eligible.

The Social Work Program Director may also have information regarding funding sources specifically focused in the area of social work. Information regarding these sources will be posted in the Psychology and Social Work Department, as available.

Beta Alpha Chapter of Phi Alpha Honor Society

The social work program at Pacific Union College is the Beta Alpha Chapter of the Phi Alpha Honor Society. Phi Alpha is the National Social Work Honor Society for social work students who reach the eligibility standard of a 3.0 overall G.P.A. and a 3.25 G.P.A. in social work courses, among other requirements. Induction into the honor society will be held at scheduled times throughout the year.

Officers for the Beta Alpha Honor Society will be elected annually by club members. Activities and projects will be planned by the officers in conjunction with their faculty advisor. Appointment of the advisor will be made by the Social Work Program Director.

Social Work Club

The Social Work Club is organized for all majors, prospective majors, and others who are interested in social work. The Club provides an opportunity for socialization and association with others of the same professional interests and goals.

The Social Work Club is a registered club on campus and while it is sponsored by the social work program, it is organized and operated by the students. The Social Work Club advisor is a social work faculty member appointed by the Social Work Program Director. The advisor meets regularly with the officers to provide guidance and consultation.

Projects that the Club has been involved in include:

- Assist with management of the Social Work Program Angwin Food Pantry;
- Field trips to social work settings;
- Volunteer work;
- Newsletter production;
- Fundraising;
- Assistance with recruitment;
- Input into program evaluation;
- Networking and socialization;
- Attending conferences and seminars;
- Public speaking;
- Community projects;
- Demonstrations at the State Capitol;
- Voter registration drives; and
- Christmas gift project for low-income families.

Each year the Club advisor invites an actively involved social work major to serve as Club president. The president then works to fill other offices social

work majors who are willing to make a one year commitment to one of the Club positions.

PRESIDENT

- Schedules, plans and leads officers' meetings.
- Provides Program Director with input or student representation on various projects.

VICE-PRESIDENT

- Assists President with activities and projects, as delegated.
- Assumes President's duties and responsibilities during absence.
- May chair various subcommittees as assigned. Must provide effective follow-through.

SECRETARY/TREASURER

- Coordinates Club fundraising activities.
- Provides documentation of club and officers' meetings.
- Monitors Social Work Club account at the Business Office. This includes an accurate accounting of credits and debits.

SOCIAL VICE/PASTOR

- Provides leadership in the development and scheduling of activities and projects, and providing encouragement for student participation in scheduled activities.
- Coordinates worships for the Club.
- Processes paperwork for worship credit through Student Services.

PUBLIC RELATIONS/EDITOR

- Assists Social Vice with planning of Club activities and projects.
- Provides notification to social work majors of upcoming events, activities and projects. Must keep accurate list of majors, with addresses and telephone numbers, in coordination with the Program Director.

- Publicizes ways for students, faculty, and staff to support the Angwin Food Pantry.
- Promotes social work club activities.
- May publish a social work newsletter.

Consecration Service

Each year a social work Consecration Service is held for seniors completing their field experience. This ceremony dedicates their professional life to Christ through service to those in need. The Program Director coordinates the service with the seniors during Spring Quarter. The consecration service is held Friday afternoon of graduation weekend in Scales Chapel, with all students, family, board members, field instructors, administrators and faculty invited.

Student Rights

The Pacific Union College Student Handbook (https://www.puc.edu/_data/assets/pdf_file/0019/13474/PUC-Stdnt-Hndbk.pdf) outlines student rights and responsibilities. This handbook is provided to each student upon entering the college and covers all aspects of campus living. The *Pacific Union College General Catalog* also has a section on *Student Life and Services* that addresses these issues.

All students officially accepted into the Social Work Program have certain rights afforded to them. They include the following:

1. Students have the right to a faculty advisor and consistent faculty advisement.
2. Students have the right to membership in the Social Work Club.
3. Students have the right through the Social Work Club President, to provide input to the Social Work Advisory Board and to the Program Director, Field Coordinator, and program faculty through the Social Work Club and individual meetings.
4. Students have the right to inform their advisor and/or the Program Director of any concerns related to their educational process. Suggestions and input related to the program are welcome at any time. *A copy of the 2015 Educational Policy and Accreditation Standards is available at <https://www.cswe.org/accreditation/standards/2015-epas/>*
5. Students have the right to evaluate each class and its instructor.

PUC offers many opportunities for students to organize and join associations to promote their common interests, serve the community, represent student opinion, and provide opportunities for student leadership. The *Campus Chronicle* is the campus newspaper that also

offers students a forum to express their opinions concerning policies affecting academic and student affairs.

Students interested in organizing a new club or association should contact the *Student Affairs Office* for the policies and regulations related to this process.

College Grievance Procedure

Social work students should follow the grievance policies and procedures developed by Pacific Union College. Students should refer to the *Pacific Union College General Catalog* <https://www.puc.edu/academics/general-catalog> for an outline of the procedures.

Advisement

The advisement process is designed to help the student have a successful educational experience. Academic advising begins at orientation to PUC and continues until graduation. A social work advisor is officially assigned to a student when they declare social work as their major, usually through the "change/addition of major" process. The social work faculty view the advisement process seriously and are dedicated to provide each student with the level of guidance and consultation necessary to develop a successful academic plan. It is the *student's responsibility* however, to schedule at least one appointment per quarter with their advisor.

The advisement process is designed to fulfill these major objectives:

1. Promote admission of qualified and motivated students into the Social Work Program;
2. Guide students in selecting courses in a logical and timely sequence. This includes reviewing graduation requirements and educational goals;
3. Review of grades each quarter and provide information and referrals to academic support services, as necessary;
4. Provide information and consultation on academic policies and procedures;

5. Encourage and guide students in setting career goals and objectives;
and
6. Provide advocacy for the students when needed.

The advisement process provides faculty and students the opportunity to get acquainted and develop an individualized plan of study that meets the needs of each student, while fulfilling the degree requirements. In order for this process to be successful, the student should schedule regular meetings with the advisor and attend all meetings well prepared. The advisor should be available during posted office hours, but scheduling appointments helps to assure advisor availability.

Make a Good Study Schedule in 13 Easy Steps

HOW TO PREPARE A WEEKLY SCHEDULE

1. Record all class, labs, and internship times in the appropriate day/hour blocks on your blank weekly schedule.
2. If you commute, record your travel time (in blue).
3. Record meal times if you have regular times for meals (blue).
4. Record (in blue) all regularly scheduled personal and extra-curricular activities, such as meetings, church, chores, employment, and athletics. Also record any travel time to and from these activities.
5. Record (in blue) any special things you want to do or need to do on a regular weekly basis.
6. Schedule a 15-60 minute preview time (in green) immediately before each class, whenever possible. If you have several classes in a row, preview the last class first so that you can preview the first class just before class time. Look over what you studied the night before, or the assigned readings of what's being covered in the class that day, the syllabus, and your class class's notes in preparation for the upcoming class.
7. Schedule a 5-30 minute review time (in green) immediately after your classes, whenever possible. Use this time to edit, clarify, and summarize your notes. If this is not possible immediately after class, it should be done prior to that evening's studying. You could also look over any assignments that you were given and begin to plan what and how you will do them.
8. Schedule a regular weekly review (WR) (in green) for each course at the end of the week. These may be 30-120 minutes per class to go

over your objectives, lecture notes, handouts, etc. for the lectures attended during the past week. This should be scheduled before doing your reading assignments for next week's classes. If possible, do your weekly review on Friday before you begin week-end activities.

9. Try to find a 2-3 hour block of time which will be available every week to work on papers or projects (in red). If you need time to prepare for a lab, write it in red.
10. Schedule your intensive study time (in red) for each class. Ordinarily, study the night before your next day's classes. Start your study time with classes you like the least or that you aren't doing as well in. Try to study the same subjects at the same time each day or week. It is important for students to create a routine for efficient and effective study. Use this time to do your reading, assignments, write out your objectives for the next lecture and study for quizzes and exams. The time needed will vary but usually 2 hours of study for each hour of lecture is needed. Long reading assignments should be broken up and scheduled for 2 or more different time blocks.
11. Set aside some time for daily physical activity. Research indicates that regular exercise gives you a sense of wellbeing and can reduce tension and help you face the pressure of a rigorous class, study, and work schedule.
12. Label some empty blocks of time as **OPEN** for emergencies (in blue).
13. Save Friday night, all day Saturday, and some of Sunday for you to relax, worship, play and to do whatever you want to do. This is your reward for sticking to your schedule during the week. However, this may have to be adjusted during midterms and finals.

Social Work Advisory Board

The social work program at Pacific Union College considers the Advisory Board an integral part of the program team. An overview of the Advisory Board and its purpose is described below.

OBJECTIVE: The objective or goal of the Advisory Board is to provide input and support to the faculty and Program Director for the ongoing development and administration of the accredited BSW program at Pacific Union College. The Advisory Board serves as a vital link to community services and current clinical practice.

COMPOSITION: The Advisory Board is comprised of social workers from BSW, MSW, or LCSW levels of practice and represents both the private and public sectors of service. The board includes practitioners from a variety of diverse practice settings, spanning various populations and social issues. Attempts are also made to assign members who represent diversity in the areas of micro, mezzo and macro practice. Board members are selected by the Program Director in consultation with other social work faculty.

APPOINTMENT: Members are appointed to board membership for a one year term, unless otherwise requested by the Program Director. Appointment to the Advisory Board is made in September of each academic year and continues through the following August.

RESPONSIBILITIES: Members are asked to attend 2 meetings each year--one the late-summer and one in the mid-winter. Every attempt is made to schedule the meetings at times convenient to the members. Members are expected to actively participate in the meetings by providing input on topics and/or issues outlined on the agenda. On occasion, materials will be sent to board members for reading prior to the meeting. Other responsibilities include, but are not limited to:

1. Making recommendations on program policies and procedures;
2. Reviewing program outcomes;

3. Providing guidance on student recruitment efforts;
4. Advising on and assisting in public relations efforts;
5. Making curriculum development recommendations;
6. Providing guidance on current practice competencies; and
7. Making recommendations on accreditation/CSWE issues.

Subcommittees may be formed from the advisory board members to address issues needing more in-depth study.

STRUCTURE: The Program Director is responsible for facilitating the meetings and scheduling agendas. Notification of upcoming meetings, distribution of any related materials is handled by the Program Director.

Applying to Graduate School

GRADE POINT AVERAGE

The college GPA is the single most important factor for admission to graduate school. Graduate programs are interested in selecting applicants who will be successful. It is a basic rule of assessment that the best predictor of future behavior is past behavior. Thus, the best predictor of eventual success in graduate school is previous performance in an academic setting. College GPA is evidence not just of academic ability, but of academic and personal discipline and commitment. A student who is academically gifted, but too lazy or disorganized to turn assignments in on time is unlikely to do well in graduate school, where the emphasis is on the ability to motivate and discipline one's self.

There are actually three different "GPAs" that may be considered by a graduate school. First, and most important, is the cumulative GPA, which is the grade point average for all classes taken at the college level (yes, this includes that 8:00 a.m. survey of music class you slept through your freshman year!). In addition, admission committees will look at two other indexes of academic success to help them interpret the cumulative GPA. These are the social work GPA and the GPA for the last two years of college. These may help convince an admissions committee (in addition to good GRE scores, letters of recommendation, and other evidence) that a student with a borderline cumulative GPA has really matured and is ready for graduate-level work.

GRADUATE RECORD EXAM (GRE)

The General GRE is similar in nature to the college aptitude tests (SAT, ACT) most students take at the end of high school, though of course it is more demanding. It consists of three sections: Verbal (e.g., vocabulary, reasoning, reading comprehension); Math (e.g., algebra and geometry); and Analytic (e.g., problem solving).

The general GRE is (along with college GPA) one of the two most important criteria used in selecting students for graduate school. It can be used as a "cross-check" on GPA, since every student is asked to respond to items of roughly the same level of difficulty, whereas an "A" at one school may be the equivalent of a "B" at another school.

Because of the importance of the General GRE test, it is advisable for students to take their preparation for it seriously. There are several good GRE review books available at most bookstores. These include math and vocabulary drills and review, plus copies of full-length practice tests. Students should take several practice tests under "real"

* Adapted from *The Psychology Major's Handbook* (Department of Psychology and Social Work, 2011) conditions, timed and closed book. Much of the skill involved in doing well on tests like these has to do with knowing how fast to work, which questions to invest more time on, and, most importantly, what strategies to use in attacking the different types of problems. These skills can be significantly enhanced through experience and practice.

It is a good idea that students take the General GRE by October of their senior year. Year-round computer-based testing is available at test centers worldwide. Get more GRE information on line at: <http://www.gre.org/>.

RECOMMENDATION LETTERS

Letters of recommendation are taken very seriously by graduate school admission committees. They are a primary source of information regarding those qualities and abilities which cannot be measured objectively through GPA or test scores. Graduate schools are looking for applicants who are personally mature, responsible, motivated, and who, in general, will make a positive contribution to their professional field. Responsible, enthusiastic

participation in class is one of the best ways to get good recommendation letters.

Most programs will ask for three or four letters of reference. These should be from college professors, social workers, or volunteer or paid service experience. Don't assume that people will write you a positive reference; politely ask them if they feel that they know you well enough to write a positive letter. Potential references should be contacted early in the Autumn Quarter of the senior year and should be provided with your resume. Give your letter writers a list of all of the schools you are applying to (along with any specialized recommendation forms) at once. Do not give them two this week, another the next week, and three more the third week. Allow at least three weeks from the time you ask for the letter to the time it is actually mailed.

One of the advantages of a small liberal arts college like PUC is that students have the opportunity to get to know their professors personally. This is important, since a good letter of recommendation is not just positive, but concrete and specific. In order for teachers to write effective letters, students must take advantage of small class sizes to share their interests and personalities.

On the other hand, negative impressions are easily, if subtly, communicated at a small school. Consistently sleeping through class, turning in sloppy or late assignments, or getting by with minimum effort are remembered and interpreted by faculty as immaturity, laziness, or apathy. A more common problem is the student who is genuinely interested and excited by some areas of social work, but is shy or uncomfortable about sharing this interest with a teacher. Students are encouraged to take a small risk, either in class, during office hours, or at one of the many opportunities for informal teacher contact. This will not only result in more helpful letters of recommendation, but will greatly enhance the learning community of our department.

RESEARCH

Research experience of undergraduate students is an important factor when distinguishing between qualified applicants. In other words, when choosing between two applicants who both have GPAs above 3.5, GRE scores above the 90th percentile, and positive letters of recommendation, the applicant with more research experience (as opposed to the higher GPA or test score) is more likely to be selected. Research experience can also significantly help the applicant whose grades or test scores may be a little below the average graduate school applicant.

One of the strengths of the Social Work Program at PUC is that we require all of our students to take Statistics, Research Design, Writing for Social Work, and the Professional Development course. The "Statistical Package for the Social Sciences" (SPSS), a powerful computer based program for the statistical analysis of research, is taught in Research Design. Mastery of this program is looked upon quite favorably by graduate school admission committees. By the end of these courses the social work student will have designed, carried out, and written up his or her own research project.

Students interested in further research experience may consider applying to the honors program in their freshman or early in their sophomore year. This program is designed to enrich the studies of academically motivated and qualified students. Many of the general education requirements are met by taking the core honors classes, which follow more of a seminar format. In the senior year students complete an honors research project. The benefits of this program include an enhanced liberal education experience, a second, structured, research experience, and the designation "With Honors" on the diploma and transcript. All of these will add to the credentials of the potential graduate school applicant. Entrance requirements to the honors program may be found in the school catalog.

EXTRA-CURRICULAR ACTIVITIES

Student involvement in out-of-class activities has two significant benefits. First, it contributes to the development of our department community. Every year the unique pattern of personalities created by our students and faculty makes possible special and important opportunities for intellectual, social, and spiritual growth. Liberal arts education is not limited to what goes on in the classroom. Often the most important learning experiences for both student and teacher occur in informal debates or discussions carried on in hallways and office doorways, shared joy in a video or a softball game, or spiritual communion in a song or prayer. Students are encouraged to join and participate in the academic, social and spiritual life of the department outside of the classroom.

A second benefit of extracurricular participation is the opportunity it affords for allowing faculty to get to know students well enough to write helpful recommendation letters. Students who actively participate, or even better, serve as officers, in the departmental clubs and organizations give faculty much more specific, concrete data on which to base such letters.

Social Work Club is the social and community action club of the Social Work Program. The Club is open to social work majors, prospective majors, and others who are interested in social work (see page 31 for more information).

Phi Alpha Honor Society is the national honor society in social work. Membership in it is recognized worldwide as a sign of academic achievement and commitment to academic excellence (see page 30 for more information).

Students are also encouraged to apply for student membership in the National Association of Social Workers. Student membership costs \$60.00 a year and includes a subscription to NASW NEWS and Social Work journal online. The National Association of Social Workers is your best connection to the ideas, information, resources, and people who will work with you to achieve your full potential as a student and as a future social

work professional. After graduation, NASW continues to subsidize dues for student members. If you maintain continuous membership, you will be able to take advantage of the transitional category of membership after graduation. BSW student members who maintain continuous membership after graduation automatically enter a two-year transitional period with reduced dues of \$116.00 each year. Application forms are available online at <https://www.socialworkers.org/Membership/Membership-Types>.

VOLUNTEER AND WORK EXPERIENCE

Students are encouraged to seek some sort of practical experience during their college years. This does more than deepen classroom learning or improve the graduate school application (although it will do both of these). It serves to emphasize one of the primary goals of the Department of Psychology & Social Work – service to God and humanity. Educated students are those who not only can use knowledge to understand their world, but have the commitment to use their knowledge to make the world better. For example, volunteer opportunities are available at the Angwin Food Pantry. In addition, the Student Association and Service Learning often makes available opportunities to work with the homeless population in San Francisco or Berkeley or prison inmates in Vacaville.

In addition to these community service opportunities, the Department of Psychology & Social Work hires several students every year to work as readers and laboratory assistants. These jobs give students a greater exposure to social work, experience in research and teaching, and allow department faculty to get to know them better. These positions usually go to students who have demonstrated maturity, independence, self-motivation and academic accomplishment. Interested students who feel themselves to be qualified should inquire with the department chair.

TIMETABLE FOR GRADUATE SCHOOL

Freshman Year

- Take Freshman level required introductory social work and cognate courses.
- Concentrate on General Education classes, and take these seriously! Remember, the first purpose of college is to become liberally educated, and Graduate Schools are looking for these kinds of applicants. History of Western Art is as important as Introduction to Social Work. **DO NOT SHY AWAY FROM MATH, SCIENCE AND WRITING CLASSES.**
- If you meet the requirements, seriously consider the Honors Program. This has the potential to enhance your liberal education, and provide you with another opportunity to do research in your senior year.
- Take care of your grade point average. Don't get depressed over "C's," but concentrate on improving your grades every quarter. Remember, you are aiming for a minimum GPA between 3.2 and 3.5, so eventually you will need to get mostly "B's" and "A's."
- Get involved in the life of the department community. Join the Social Work Club.
- Attend activities and volunteer to work on special projects, even if it's just organizing Angwin Food Pantry activities or Social Work Club car washes. Don't worry if you do not feel like one of the "insiders" just yet that will come in time. The faculty and older students want to get to know you (and you want them to know you!)
- Talk to faculty and older students about career options in social work.
- Apply for student membership in the National Association of Social Workers (socialworkers.org).

Sophomore Year

- Start a file box in which you will put important information for Grad School. Save notes on your activities and accomplishments for your resume. Locate and save information on possible interest areas in social work. Save the syllabi from your major courses and save copies of major term and research papers.
- Visit helpstartshere.org and explore specific areas of social work you might be interested in. Talk to professors who may have special knowledge or interest in those areas.
- Regularly read current issues of social work journals. Note current problems and topics.
- Join the Phi Alpha Honor Society (if eligible). An undergraduate student is eligible for membership after achieving the following national requirements:
 1. Declare social work as a major;
 2. Achieve sophomore status;
 3. Complete 12 quarter hours of required social work courses;
 4. Achieve an overall grade point average of 3.0 (on a 4.0 scale);
 and
 5. Achieve a 3.25 grade point average in required social work courses.
- Take Statistics. Try especially hard to get a good grade ("B" or "A") in statistics - it's important.
- Take Colloquium all 3 quarters to meet current graduate students and professionals in the field of psychology and social work and talk to them about their experience. Start thinking about the graduate programs you might be interested in.
- Try to arrange for some service or social work related experience for this summer or next year. Examples include group home worker, crisis line volunteer, Homeless Ministries, Angwin Food Pantry. Look for a setting where you can demonstrate your interpersonal maturity and skills, and get supervised by a social worker (or at least some licensed mental health worker).
- Review your progress with your advisor. Will your GPA be over 3.0 by the end of your sophomore year? If not, assess the reason and work on improvement.

Summer Between Sophomore and Junior Year

- Consider taking one or two General Education Courses in summer school.
- If you need to work, try to find a job that relates in some way to your area or population of interest (e.g. children).
- If you are thinking of a career in human services, consider a volunteer placement for a few hours a week in a community agency.

Junior Year

- Apply for admission into the Social Work Program. This process, along with the application paperwork, is talked about during your HBSE I course.
- Start the research sequence (Research Design and Writing for Social Work). Develop a sense of the joy of discovery in research; it will make things easier for you, and you will do a better job. If you do a good job on your program evaluation project you will be able to submit it for presentation at a social work conference.
- Check with your advisor and the Graduation Analyst to make sure you are on the right track for graduation.
- Look into Master of Social Work (MSW) programs at the Council of Social Work Education (CSWE) website (cswe.org/accreditation/directory/?). Start identifying programs you might be interested in attending. Pay attention to the competitiveness of the program, the strictness of the admission standards, the emphasis in the training. Make a list of programs you are interested in and when the application deadline is.
- Talk with the program's Field Coordinator about possible sites for your senior-year internship.

Summer Before Senior Year

- Request information (bulletins, brochures, financial-aid forms, application forms and areas of emphasis) from MSW programs you are considering applying to. Remember, from now on, every contact you have with a graduate school will contribute to their impression of you. This includes phone conversations with secretaries and letters requesting information. Always be polite and "mature" on the phone. Always neatly type and proofread letters. Contact many different schools! Review and organize the information carefully as you get it. Look for programs that have a "goodness of fit" with your interests and qualifications. Try to identify programs and faculty that specialize in areas you have special interest or experience in.
- Make note if the schools you are applying to require the Graduate Records Examination (GRE). If so, Google "GRE" to see about taking the exam. **STUDY! STUDY! STUDY!**
- The graduate school application process will take a chunk of your time during Autumn Quarter. Majority of programs will charge an application fee that can vary in price from school to school. You are encouraged to apply to several programs. You may also want to visit some of the schools you are applying to, and this will also cost money. Don't let money stop you! All schools have a process for waiving application fees for students with demonstrable financial need. Find out if you qualify. Spend some time this summer getting money together for the application process.

September and October of Senior Year

- Consider taking a lighter load than usual Autumn Quarter. If you are serious about applying to graduate school, the time you will spend on the application, test preparation and taking process will be roughly equivalent to a 3-hour course.
- Prepare a personal resume. This will be given to faculty who write letters of recommendation for you, and might also be included in your application.
- Start narrowing down your list of graduate schools. Look for that "goodness of fit." Talk it over with friends and faculty who know you.

Remember, graduate school can be competitive so you are not guaranteed admission even to schools you are qualified for (they have many more qualified applicants than slots).

- Request a student copy of your transcripts from every undergraduate institution you have attended. Check these over carefully for errors. You have time to correct these now, but you won't later.
- Contact those individuals whom you plan on having write your letters of recommendation. (You will need three to four, and two to three of these must be social workers). Ask them politely but directly if they feel they know you well enough to write a positive letter. Allow three to four weeks from the time you ask to the time the letter is actually sent.

November of Senior Year

- Finalize the list of schools you will apply to. Check the application deadlines, and post these where you will see them frequently (e.g. your bathroom mirror, cover of your notebook). Make sure you have complete application packets for all of these schools.
- Write your personal statement. Rewrite it. Show it to some people. Rewrite it again.
- Request that your GRE scores be sent to all schools you have decided to apply to if applicable.

December of Senior Year

- Prepare the final copies of your application materials. These must all be carefully and flawlessly typed. Make a complete photocopy of each application for your records. All applications should be mailed in at least two weeks before the deadline. Make sure to include necessary application fees, or arrange for a waiver based on financial need.
- Have your transcripts from all undergraduate institutions be sent to all of the programs you have applied to.

- As you get close to application deadlines, check with your recommenders and ask if they need any more information to write your letter (of course, you are really checking to see if they have sent your letter).
- Two weeks after mailing in your application materials (or a week before the application deadline) check with your schools to make sure they have received all of your materials. Be polite!

January - April of Senior Year

- Get ready for some anxious waiting. Acceptance offers probably won't come until April. You may however, get rejected before then. Rule #1: everybody gets rejected somewhere, and most people get rejected by most programs. Don't take it too hard.
- Find out the policy of each school you applied to regarding interviews. Some interview everyone, some only interview after making a "first cut," some only interview those who request one, and some don't interview at all. Read the application information first before calling to find out. Schedule interviews where appropriate, or be prepared for "surprise" telephone interviews. Anticipate likely questions and practice answering them.
- Prioritize your schools, so you will know how to respond if you get accepted somewhere. If school #3 accepts you early, don't be pressured into immediately accepting it. Thank them sincerely and politely and tell them you will get back to them. Call schools #1 and #2 to check on your status (are you still being considered?). By the beginning of April you should have heard one way or the other from all of your schools. Call any school you haven't heard from and check on your status. Don't accept any offer until you are sure it is the school you will attend. **NEVER** accept an offer from more than one school. Once you accept an offer, promptly turn down all other offers. It is **NOT** appropriate to accept one offer, then turn it down when a "better" offer comes around. Make sure you have considered all available options before accepting an offer. Keep in close contact

with your advisor during this process. It is a good idea to consult with your advisor before accepting an offer.

- If you are not accepted at any program, do not give up hope! You still have several options. These include applying to a program at a school still accepting applications for the next fall (you will be able to find several of these); take a year off and work on improving your application (GRE scores, re-taking courses with bad grades, getting social work related experience) and apply again next year; apply for graduate study or employment in some related area or field. Consult with your advisor immediately.

Bibliography

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Edwards, R. L. (Ed.). (1995). *Encyclopedia of Social Work* (19th ed.). Washington, D.C.: NASW Press.

National Association of Social Workers. (2008). *NASW code of ethics*. Washington, DC: Author.

North American Association of Christians in Social Work. (1985). *Guidelines from North American association of Christians in social work*. St. Davids, PA: Author.

Pacific Union College. (2019). *Pacific Union College General Catalog: 2022-2024*. Angwin, CA: Author.

NASW CODE OF ETHICS

As a Social Work student you will be provided a hardcopy of the Code of Ethics. It will be expected you bring this to your Social Work classes as we continue practicing various ethical dilemmas.

The most up to date Code of Ethics can be found online here:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

GENERALIST PRE-PRACTICE COMPETENCIES

SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent; NA- Not applicable

SKILL AREAS	Introduction to Social Work	American Social Problems	History and Philosophy of Social Welfare	Application to Social Work Program	HBSE I	HBSE II	Practice Theory I	Practice Theory II	Practice Theory III
Basic Skills									
Time Management:									
<ul style="list-style-type: none"> Prompt to appointments (including class) - no in and out or leaving early 									
<ul style="list-style-type: none"> Ability to handle multiple tasks and/or assignments 									
<ul style="list-style-type: none"> Organizes/prioritize time well (work, class, social) 									
<ul style="list-style-type: none"> Utilizes an effective system to track deadlines and responsibilities 									
<ul style="list-style-type: none"> Is assertive in setting boundaries and limitations with time (e.g.: club activities, ability to delegate, social activities...) 									
COMMENTS:									
Oral Communication:									
<ul style="list-style-type: none"> Initiates comments in class and can effectively articulate ideas/opinions 									
<ul style="list-style-type: none"> Avoids excessive comments and/or comments off topic being discussed 									
<ul style="list-style-type: none"> Asks for clarification in class 									
<ul style="list-style-type: none"> Asks for clarification individually with instructor 									
<ul style="list-style-type: none"> Actively participates in group activities 									
<ul style="list-style-type: none"> Effective oral presentation skills 									
<ul style="list-style-type: none"> Has completed COMM 105 (or COMM 226) with a C- or better 									
COMMENTS:									

SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent NA: Not applicable

	Introduction to Social Work	American Social Problems	History and Philosophy of Social Welfare	Application to Social Work Program	HBSE I	HBSE II	Practice Theory I	Practice Theory II	Practice Theory III
Basic Skills (continued)									
Written Communication:									
• Demonstrates basic writing skills (e.g. spelling, grammar, sentence structure...)									
• Gives appropriate credit for ideas and quotations (including page numbers)									
• Follows APA style standards (when required in courses)									
• Effectively utilizes word processing programs for written assignments									
• Organizes content in effective manner (including headings & subheadings)									
• Train of thought flows smoothly in paragraphs and from paragraph to paragraph									
• Has completed ENGL 101 and ENGL 102 with C-'s or better									
COMMENTS:									
Interpersonal Skills:									
• <i>Demonstrates effective assertiveness skills</i>									
• Functions well as a team member (including involving all members of the team)									
• Maintains confidentiality in group setting									
• Demonstrates self-awareness (incl. impact of behaviors/comments on others)									
• Is able to receive feedback and take appropriate ownership of problems									
• Demonstrates respect for diverse opinions/ideas (treated with dignity and worth)									
• Demonstrates active listening skills (is respectful when others are talking)									
COMMENTS:									

SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent **NA:** Not applicable

	Introduction to Social Work	American Social Problems	History and Philosophy of Social Welfare	Application to Social Work Program	HBSE I	HBSE II	Practice Theory I	Practice Theory II	Practice Theory III
ACADEMIC SKILLS AND KNOWLEDGE									
• Maintains minimum overall GPA (2.25) and major GPA (2.50)									
• Takes initiative with class responsibilities (including handing in assign. on time)									
• Is prepared for class (e.g.: knowledge of assigned material, prepared for quiz...)									
• Meets with instructor and/or advisor as issues arise									
• Can work independently (not overly dependent on extra help from instructor)									
• Ability to effectively manage personal issues or conflicts that arise									
• Is able to articulate an accurate understanding of social work as a profession									
• Keeps personal and religious beliefs from interfering with acceptance and practice of core social work values									
• Demonstrates an understanding of core social work values and abides by them									
• Demonstrates an understanding of social work ethics and abides by them									
• Is able to assess whether social work is the right profession to pursue based on characteristics, personality and interests									
COMMENTS:									

Introduction to Social Work: _____ Date: _____

American Social Problems: _____ Date: _____

History and Philosophy: _____ Date: _____

HBSE I: _____ Date: _____

HBSE II: _____ Date: _____

Practice Theory I: _____ Date: _____

Practice Theory II: _____ Date: _____

Practice Theory III: _____ Date: _____

**Guidelines from North American
Association of Christians in Social Work**

Guidelines from North American Association of Christians in Social Work

As a member of NACSW I practice, learn and teach social work within the following philosophical frame:

1. Human beings are of infinite worth, irrespective of gender, race, age or behavior.
2. At the same time human beings, including myself, are fallible, limited creatures. They are not capable, and never will be, of solving all their problems or of creating the perfect society. Nevertheless they are sometimes capable, with appropriate help, of transcending their nature in acts of courage and compassion.
3. As a fallible being myself I have no right to pass moral judgments on others, to assume authority over them except as mandated by law, or to imagine that I know everything about them.
4. Human beings have been endowed with the faculty of choice, which must not be denied them except by due process of law, or where their actions or threatened actions are demonstrably gravely harmful to others or self-destructive, or where they voluntarily surrender this right for a prescribed purpose.
5. They are, however, responsible for the consequences of their choices, and may need help in perceiving what these are likely to be.
6. No person is beyond help, although at this time we may not have the knowledge or skill to help.
7. All programs and policies that depreciate people, treat them as objects rather than as subjects, seek to impose on them behavior not mandated by law, manipulate them without their knowledge and consent or deny them choices permitted others in our society, are to be avoided or resisted.
8. Our society is far from perfect, and it is not my business to act as its representative, but rather to help people determine their relationship to it.
9. Love, understanding and compassion are the source of wellbeing and acceptable behavior, rather than the reward for them.
10. While force is sometimes the quickest way of obtaining immediate result, in the long run it is self-defeating. Compassion, understanding and concern are the eventual victors.
11. The social sciences provide much useful knowledge for practice, but cannot explain all phenomena and their pronouncements need constantly to be evaluated in terms of the values they subsume.
12. There are outcomes to human helping that cannot be measured statistically as well as those which can.
13. All human institutions, ideals and commitments are liable to subtle perversion of their values, unless these are constantly examined. The new is not necessarily the best, nor does new knowledge always invalidate the old.
14. Professional education and training in self-discipline are indispensable to good social work.
15. As a Christian committed to the dissemination of what I believe to be the truth, my task as a social worker is not so much to convince others of this truth, as to provide them with the experience of being loved, forgiven and cared for so that the Good News I believe in may be a credible

option for them.

North American Association of Christians in Social Work. (1985). *Guidelines from North American association of Christians in social work*. St. Davids, PA: Author.

CSWE
Educational Policy and Accreditation Standards (EPAS)
Explicit Curriculum

2. Explicit Curriculum

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program. 12 2015 Educational Policy and Accreditation Standards

EXPLICIT CURRICULUM

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach

to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery. The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

- M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. 2015 Educational Policy and Accreditation Standards 13

Accreditation Standard 2.2—Field Education

- 2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

- B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
 - 2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
 - 2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
 - 2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
 - 2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
 - 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

- 2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Counsel on Social Work Education. (2015). *2015 Educational Policy and Accreditation Standards*. Retrieved from <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf>

Major in Psychology, B.S.

A minimum of 78.2 hours (45.2 upper-division hours)

► **Required Core Courses (58.2 hours):**

PSYC 121	General Psychology	4
PSYC 122	Psychology Seminar*	3
PSYC 130	Introduction to the Psychology Major*	1
PSYC 235+L	Child Development + Lab	3+1
PSYC 264+L	Social Psychology + Lab	4
PSYC 322+L	Research Design + Lab	4
PSYC 323+L	Intro to Experimental Psychology + Lab	4
PSYC 344	Psychology of Personality	4
PSYC 357+L	Psychological Testing + Lab	4
PSYC 394	Colloquium**	1.2
PSYC 436	Physiological Psychology	4
PSYC 444	History and Systems of Psychology	4
PSYC 445+L	Learning and Memory + Lab	4
PSYC 490	Issues in Religion, Ethics, & Human Sciences	4
PSYC 499	Systematic Issues in Psychology	3

At least one of the following courses:

PSYC 390	Gender Issues (3)	3
SOCI 355	Cultural Diversity (3)	3

At least one of the following courses:

PSYC 435	Psychology of Religion (3)	3
SOCI 435	Sociology of Religion (3)	3

► **Required Core Electives (11 hours):**

At least 11 additional hours from the following:** 11

PSYC 241	Topics in Psychology (3)	3
PSYC 260	Death and Dying (4)	4
PSYC 335	Adolescent Development (3)	3
PSYC 358	Abnormal Psychology (4)	4
PSYC 360	Drugs, Brain, and Behavior (3)	3
PSYC 368	Principles of Counseling (4)	4
PSYC 390	Gender Issues (3)	3
PSYC 398	Graduate School Application Seminar (1)	1
PSYC 399	Research Seminar (1-2)	1-2
PSYC 435	Psychology of Religion (3)	3
PSYC 481	Field Work in Psychology Seminar (1)	1
PSYC 491	Field Work in Psychology (1-2)	1-2

► **Required Cognate Courses (8 hours):**

ANTH 124	Cultural Anthropology	4
SOCI 121	Introduction to Sociology	4

Recommended Cognate Course:

Any college-level biology course with lab. *This recommendation is usually met by BIOL 102 or by any one of BIOL 111,112,113.*

Major in Psychology, B.A.

A minimum of 69.2 hours (41.2 upper-division hours)

Core and cognate requirements are the same as those for the B.S. degree except the 11 hours of core electives aren't required.

* Must be taken before the junior year.
 ** Must be taken each quarter of the sophomore and junior years.
 *** Transfer courses (generally limited to upper-division hours) may be approved by the department.

Student Learning Outcomes

Students can:

- Demonstrate respect for the core department values of free inquiry, diversity, responsible citizenship, and service to God and humanity.
- Demonstrate recognition of the moral tensions, and appreciation of the common values, between the professions and the Christian faith.
- Demonstrate a comprehensive knowledge of psychology.
- Demonstrate competence in information-gathering and synthesis, including research skills, data analysis, and interpretation.
- Demonstrate high levels of skill in thinking critically.
- Demonstrate effective communication in APA style, writing, speaking, and in interpersonal and collaborative contexts.
- Demonstrate the application of their psychological knowledge and skills in personal, social, and organizational areas.
- Demonstrate a realistic understanding of the broad range of career options available to a psychology major.

Occupational Information

What can I do with this major?

Psychologists are typically employed by educational or medical institutions, government agencies, private industry, and business. They can also be self-employed in the areas of clinical and counseling psychology. Many psychologists combine at least two of the following fields of work: teaching, counseling, research, and consultation.

Bachelor level employment opportunities exist both inside and outside the mental health arena. For example, we have had students with a bachelor's degree gain employment as a research assistant for a community psychologist, a worker at an after school mentoring program, a case worker at a psychiatric facility, a research coordinator at a cancer center, and a public relations officer.

Additional Education Required?

After a bachelor's degree is earned a master's degree can be earned following one to two years of work as a graduate student; a doctoral degree requires approximately four to five years of work beyond the bachelor's degree. Some students go straight into a doctoral program from college. Areas of graduate school specialization include but are not limited to: clinical, child, consumer, counseling, experimental, forensic, health, industrial, personality, physiological, school, social, and sports psychology.

Public Sector vs. Denominational

Most denominational openings are in medical and higher educational settings.

Job Outlook

According to current U.S. Department of Labor projections, the employment of psychologists is expected to grow 8 percent from 2020 to 2030, faster than the average for all occupations. Job prospects should be the best for people who have a doctoral degree from a leading university in an applied specialty, such as counseling or health, and those with a specialist or doctoral degree in school psychology. Master's degree holders in fields other than industrial-organizational psychology will face keen competition.

General Education Requirements

To view general education requirements for this major, please refer to page A-01 or A-02, Summary of General Education Requirements: B.S. or B.A. Degree.

How to Construct Your Own Program

1. Consult with your academic advisor.
2. Consider your aptitudes, interests, and available courses.
3. Schedule major courses and cognates first.
4. Fill the rest of your schedule with G.E. requirements.
5. For the freshman year include English, Religion, and PE courses. Also include Basic Algebra I+II unless waived by previous work.

What the Degree Includes

- A total of 192 quarter hours including:
1. A minimum of 60 upper division hours.
 2. General Education requirements.
 3. Major requirements.
 4. Minimum 2.0 GPA, overall and major.

For More Information

Psychology & Social Work Department
 Pacific Union College
 One Angwin Avenue
 Angwin, CA 94508
 (707) 965-6537

Website:
www.puc.edu/academics/departments/psychology-social-work

American Psychological Association
 750 First Street NE
 Washington, DC 20002-4242
 (800) 374-2721

Association for Psychological Science
 1133 15th St., N.W., Suite 1000
 Washington, DC 20005
 (202) 293-9300

Conflict Resolution Certificate
 Requirements:
 PSYC 121 General Psychology(4)
 SOCI 214 The Family(4)
 PSYC 126 Assertive Behavior (2)
 PSYC 2 80 Negotiation (2)

Sample Four-Year Program

This sample curriculum is designed to show you how a program may be constructed and to help you select a proper sequence of courses in the major. It is not likely that these courses can always be taken in the order given. Your advisor will help you design a personalized program of studies.

First Year	F	W	S
General Psychology	4	-	-
Psychology Seminar	-	3	-
Introduction to Psychology Major	-	1	-
Introduction to Sociology	-	4	-
Human Physiology + Lab	-	-	5
College English I,II	4	4	-
Religion Courses	3	-	3
Exercise Science Activity Course	1	-	1
General Education/Electives	4	4	7
	16	16	16
Second Year	F	W	S
Colloquium	.2	.2	.2
Child Development + Lab	4	-	-
Cultural Anthropology	-	-	4
Introduction to Statistics	4	-	-
Psychology of Personality	4	-	-
Psychological Testing + Lab	-	4	-
Social Psychology + Lab	-	4	-
Gender Issues or Cultural Diversity*	-	-	3
General Education/Electives	4	8	-
	16.2	16.2	16.2
Third Year	F	W	S
Colloquium	.2	.2	.2
Research Design + Lab	4	-	-
Physiological Psychology	4	-	-
Psych of Religion or Sociology of Religion	4	-	-
Intro to Experimental Psychology + Lab	-	3	-
Learning and Memory + Lab	-	4	-
Graduate School Application Seminar	-	-	4
General Education/Electives	-	-	1
	8	9	11
	16.2	16.2	16.2
Fourth Year	F	W	S
Systematic Issues in Psychology History and Systems of Psychology Issues in Religion, Ethics, & Human Sci Senior Assessment Seminar	3	-	-
General Education/Electives	-	4	-
	-	-	4
	-	-	.2
	13	12	12
	16	16	16.2

** May be taken in either the Second Year or the Third Year.

Major Course Requirements

A minimum of 108.2 hours (61.2 upper-division hours)

► **Required Core Courses (71.2 hours):**

PSYC 322	Research Design*	4
PSYC 358	Abnormal Psychology	4
SOCI 355	Cultural Diversity	3
SOWK 121	Introduction to Social Work	3
SOWK 232	American Social Problems**	4
SOWK 275	Hist and Phil of Social Welfare Institutions	3
SOWK 340	Writing for Social Work	1
SOWK 345	Social Work Professional Development	2
SOWK 368	Principles of Counseling	4
SOWK 376	Human Behavior/Social Environment I	3
SOWK 377	Human Behavior/Social Environment II	3
SOWK 382	Practice Theory I*	4
SOWK 383	Practice Theory II*	4
SOWK 394	Colloquium***	1.2
SOWK 465	Practice Theory III*	4
SOWK 468	Social Welfare Policy/Contemporary Issues	3
SOWK 476	Field Experience I	5
SOWK 477	Field Experience II	4
SOWK 478	Field Experience III	5
SOWK 486	Integrative Field Seminar I	1
SOWK 487	Integrative Field Seminar II	1
SOWK 488	Integrative Field Seminar III	1
SOWK 490	Issues in Religion/Ethics/Human Sci****	4

► **Required Core Electives (8 hours):**

Electives must be selected in consultation with the advisor.

► **Required Cognate Courses (29 hours):**

BIOL 223	Medical Terminology	2
or BIOL 101	Human Anatomy*(4)	
or BIOL 102	Human Physiology* (4)	
COMM 105	Communication and Public Speaking**	4
ECON 261	Macroeconomics	4
ENGL 101+102	College English I,II**	4+4
PLSC 124	Introduction to American Government	4
or PLSC 274	Introduction to Political Thought (3)	
PSYC 121	General Psychology	4
STAT 222	Introduction to Statistics**	4

Recommended Courses:

Students who intend to seek employment in California are strongly urged to include Spanish as a second language. See especially SPAN 105 Spanish for Health Care Professionals: Basic and SPAN 111+112+113 Beginning Spanish.

Conflict Resolution Certificate Requirements:

PSYC 121	General Psychology(4)
SOCI 214	The Family(4)
PSYC 126	Assertive Behavior (2)
PSYC 280	Negotiation (2)

* Lab required.

** Fulfills a G.E. requirement.

*** Must be taken each quarter of the sophomore and junior years.

**** Applies to G.E. requirement II.E.

Note: Major fulfills the G.E. Health requirement.

Student Learning Outcomes

Students can:

- Demonstrate respect for the core Department values of free inquiry, diversity, responsible citizenship, and service to God and Humanity.
- Demonstrate recognition of the moral tensions, and appreciation of the common values, between the professions and the Christian faith.
- Demonstrate Ethical and Professional Behavior
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
 - Engage in policy practice
 - Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities.

Occupational Information

What can I do with this major?

Social workers have a wide scope of specialties, some of which are medical, employee assistance, psychiatric, administrative, forensic, corrections, child welfare, developmental disabilities, research, teaching, family counseling, program management, veteran affairs, community organization, gerontology, poverty programs, and private practice.

Additional Education Required?

Graduate education (M.S.W.) is recommended for many of the above areas. A bachelor's degree may limit one's possibilities for advancement. However, there are many opportunities open to B.S.W. graduates.

Public Sector vs. Denominational

Currently there are jobs in the medical and educational fields with limited opportunities in local church organizational positions.

Job Outlook

Employment of social workers is expected to increase by 14 percent during the 2020-2030 decade, which is faster than the average for all occupations. *Earnings:* Median annual earnings for social workers is \$61,190 according to the May 2021 Bureau of Labor Statistics. Annual earnings vary by region, type of social work agency, and educational level. Salaries can range from \$83,020 for work in the Federal government to \$44,380 for work with individuals and families.

General Education Requirements

To view general education requirements for this major, please refer to page A-01, Summary of General Education Requirements: B.S. Degree.

How to Construct Your Own Program

1. Consult with your academic advisor.
2. Consider your aptitudes, interests, and available courses.
3. Schedule major courses and cognates first.
4. Fill the rest of your schedule with G.E. requirements.
5. For the freshman year include English, Religion, and PE courses. Also include Basic Algebra I+II unless waived by previous work.

What the Degree Includes

- A total of 192 quarter hours including:
1. A minimum of 60 upper division hours.
 2. General Education requirements.
 3. Major requirements.
 4. Meeting program requirements and applying to program Fall of Junior year
 5. Being accepted into the program during Junior year.
 6. Minimum 2.25 overall GPA, and 2.5 GPA in B.S.W core

For More Information

Psychology & Social Work Department
 Pacific Union College
 One Angwin Avenue
 Angwin, CA 94508
 (707) 965-6537

Website: www.puc.edu/psychology-social-work

Council on Social Work Education, Inc.
 1701 Duke Street, Suite 200 Alexandria, VA 22314-3457
 (703) 683-8080
www.cswe.org

National Association of Social Workers
 750 First Street NE, Suite 700
 Washington, D.C. 20002-4241
 (202) 408-8600
www.socialworkers.org

National Association of Social Workers (California Chapter)
 1016 23rd Street,
 Sacramento, CA 95816
 (916) 442-4565
www.naswca.org

Sample Four-Year Program

This sample curriculum is designed to show you how a program may be constructed and to help you select a proper sequence of courses in the major. It is not likely that these courses can always be taken in the order given. Your advisor will help you design a personalized program of studies.

First Year	F	W	S
Introduction to Social Work	3	-	-
General Psychology	4	-	-
College English I,II	4	4	-
History Course	-	-	4
Exercise Science Activity Courses	1	-	1
Medical Terminology	-	-	2
Religion Courses	-	3	3
Communication and Public Speaking	-	4	-
General Education/Social Work Electives**	4	5	4
	16	16	16
Second Year	F	W	S
American Social Problems	4	-	-
History & Philosophy of Social Welfare	-	3	-
Macroeconomics	-	-	4
Intro to American Government	4	-	-
Cultural Diversity	-	-	3
Introduction to Statistics	-	4	-
Colloquium	.2	.2	.2
General Education/Social Work Electives**	8	9	9
	16.2	16.2	16.2
Third Year	F	W	S
Writing for Social Work	1	-	-
Abnormal Psychology	-	-	4
Social Work Professional Development	-	2	-
Human Behavior/Social Environment I,II	3	3	-
Research Design*	4	-	-
Principles of Counseling	-	4	-
Practice Theory I*	-	-	4
Colloquium	.2	.2	.2
General Education/Social Work Electives**	8	7	8
	16.2	16.2	16.2
Fourth Year	F	W	S
Practice Theory II*	4	-	-
Practice Theory III*	-	4	-
Social Welfare Policy*	-	-	3
Issues in Religion, Ethics, & Human Sci	-	-	4
Field Experience I,II,III	5	4	5
Integrative Field Seminar I,II,III	1	1	1
Senior Assessment Seminar	-	-	.2
General Education/Social Work Electives**	6	7	3
	16	16	16.2

*Lab required.
 **Social Work Electives include, but are not limited to, the following courses: Assertive Behavior; Cultural Anthropology; Death & Dying; Introduction to Sociology; French, German, Italian, or Spanish language courses; The Family; Gender Issues; Topics in Global Social Work; Global Social Work Study Tour; Writing for Program Evaluation III.