



Social Work Program Student Handbook

2018-2019

ACCREDITATION

The Social Work Program is housed in the School of Professional Studies at MacMurray College. It is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE). The Program has been continually accredited since 1995. Accreditation ensures that the program of study meets or exceeds the curriculum standards, quality of instruction, faculty qualifications, integrity and level of professional competencies required by the Commission.

**MacMurray College
Social Work Program
447 East College Ave
Jacksonville, Illinois 62650**



SOCIAL WORK STUDENT HANDBOOK
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INTRODUCTION

MACMURRAY COLLEGE HISTORY

The Illinois Conference of the Methodist Episcopal Church established the Illinois Conference Female Academy in Jacksonville in 1846. The institution provided “for the intellectual and moral education” of women in the interests of government and society. The school would provide for teachers, benevolent workers and missionary workers. Expansion was accomplished easier with the significant financial contribution and support of trustee board chairman, James MacMurray, a wealthy, prominent Chicago businessman and former Illinois state senator. In 1926, the two Scotsmen launched a twenty-year campus expansion, adding a science building, dining hall and three residence halls. In recognition of MacMurray’s generosity, IWC’s name became MacMurray College for Women in 1930. In 1996, MacMurray proudly celebrated 150 years of education. In 2007, Dr. Colleen Hester became the first female president in the college’s history.

MACMURRAY MISSION STATEMENT

We are committed to *Transforming Lives*, as we *Cherish Tradition, Embrace Innovation, and Nurture Community*. The mission of MacMurray College is to educate a diverse student population by providing a learning environment and programs of study that prepare graduates for professional careers and further education, equipping them with the broad based skills and ethical insights of a liberal arts education, to confront the global challenges of the twenty-first century.

MACMURRAY VISION STATEMENT

By 2030 MacMurray College will be recognized as an educational leader in promoting an engaged, diverse, and inclusive teaching and learning environment where students, faculty, and staff are supported by a broad array of resources including modern facilities, innovative technology, and international opportunities.

MACMURRAY CORE VALUES STATEMENT

The core values of MacMurray College are Knowledge, Faith, Service and Wisdom, Duty, Reverence, which define, inform, and guide the philosophy and work of the College.

SOCIAL WORK PROGRAM MISSION

The MacMurray College Social Work Program is dedicated to the professional development and educational growth of students working to obtain the Bachelor’s in Social Work degree. The program prepares graduates for professional employment in a variety of practice settings and locations, including small towns and rural communities, and for the successful pursuit of graduate social work education. Students are educated to apply generalist professional knowledge, values, and skills toward the promotion of social and economic justice, service to others for the resolution of human problems, and improvement in the quality of life for all people.

HISTORY AND ACCREDITATION

The Social Work Program is housed in the School of Professional Studies MacMurray College. It is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE). The Program has been continually accredited since 1995. Accreditation ensures that the program of study meets or exceeds the curriculum standards, quality of instruction, faculty qualifications, integrity and level of professional competencies required by the Commission.

WHAT IS SOCIAL WORK?

Sooner or later most people need help with problems that may be affecting their sense of well-being. Professional social workers draw from their own experiences, research, and the social sciences to provide the knowledge, skills, and values necessary to help people.

IS SOCIAL WORK FOR YOU?

By choosing to major in social work, you are embarking on a journey of service to others. The Social Work Program will help you to become a leader, scholar and citizen who is prepared for the challenges and opportunities of the 21st century. MacMurray's Social Work Program, accredited by the Council on Social Work Education (CSWE), prepares graduates for beginning professional social work practice and/or the successful pursuit of graduate social work education.

As a MacMurray social work student, you are getting more than a college degree. You are also joining a fast growing and rewarding profession devoted to the relief of human suffering and the betterment of social conditions. Our graduates go on to challenging careers of service in a variety of settings and communities.

Those who seek a career in social work should be willing to commit themselves to a special way of life, as does any professional. The decisions social workers must make often have profound implications for the life and welfare of their clients. In any given case, they may be responsible for negotiating a course between needs and wants of a client, the organizational needs, and social responsibility of the agency by which they are employed, ethical and legal considerations, and economic and political realities. A professional is often defined as one who is expected to have a sense of autonomy, a belief in self-regulation, a commitment to service, and a conception of work as a calling rather than a job.

The social work profession has a rich and proud heritage. There are few professions that offer the challenge and variety of opportunities to serve others. Career opportunities abound in

- Nursing Homes
- Hospitals
- Substance Abuse Programs
- Environmental Justice
- Developmental Disabilities Services
- Public Health Agencies
- Family Services Agencies
- Aging Services
- Domestic Violence Programs
- Criminal Justice Agencies
- Income Maintenance Programs
- Hospices
- Home Care Agencies
- Mental Health Services
- Vocational Rehabilitation Services
- Community Action Agencies
- Children and Youth Services
- Residential Treatment Programs
- Child and Adult Day Care Centers
- Homeless Shelters
- Schools (Elementary and Secondary)
- Legal Services Agencies

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS

Professions have traditionally assumed the responsibility of regulating themselves, a philosophy that protects both the consumer of the service and the integrity of the profession. The social work profession, in keeping with this philosophy, [adheres] to an ethics code.

This code of ethics encourages social workers to value the following principles: confidentiality, empowering client systems, being accepting and non-judgmental, restraining from victim-blaming, and respecting differences including cultural, ethnic, racial, lifestyle, gender, and ability.

A complete set of the National Association of Social Workers' Code of Ethics is available at the Social Work Office or on the NASW website: <http://www.socialworkers.org/pubs/code/code.asp>

SOCIAL WORK PROGRAM

Admission to the Social Work Program is selective, with a curriculum that combines a rigorous course of study and exciting field experiences. This *Student Handbook* contains important information about your course of study in social work and the policies/procedures that govern the Department. For further information, contact the Social Work Program, located in Mac Hall on the 2nd Floor, Room 201. Phone: 217-479-7108, or the Director joseph.squillace@mac.edu .

The Social Work Program prepares graduates for beginning professional employment in social service agencies and/or the successful pursuit of graduate social work education. The MacMurray Social Work Program prepares students for these challenges by combining a talented faculty, a rigorous course of study, and outstanding field practicum opportunities with the many advantages of a small college environment. Students completing the program earn a Bachelor of Social Work (BSW) degree. The MacMurray College program is accredited by the Council on Social Work Education (CSWE).

Generalist social work practice is grounded in the profession's core values and ethics with an emphasis on human diversity, the ecological systems perspective and changing social conditions. The Social Work Program defines the generalist method as: the application of multidimensional theory, skills, and knowledge to assess and intervene in each level of the social system. In the course of their studies, students will develop the analytical and interpersonal skills to confront social problems, relieve human suffering and engage in political action.

To prepare generalist social work practitioners, the program begins with a firm liberal arts foundation and base in the social sciences. The program then provides a "practice sequence" to facilitate students in utilizing their social science foundation to actually assess and plan effective intervention at all social levels - individual, family, groups, organizations, and communities. Finally, the program combines academic study with supervised field experiences so that students have "hands on" experience prior to graduation. This program prepares students to work with a diversity of populations.

FACULTY STATEMENT

The MacMurray Social Work faculty looks forward to *Transforming the Lives* of students through learning, growing, and exploring. We have made a commitment to provide the education and experience that will prepare you to practice in the field of social work. We will provide mentoring, advising, teaching, and support. Please feel free to share your concerns with us. You will find us to be supportive and helpful.

SOCIAL WORK PROGRAM GOALS

To accomplish its mission, the Social Work Program formulated five goals:

1. Prepare graduates for entry-level professional social work practice with diverse client populations, communities, and agency settings.
2. Provide graduates a foundation of social work knowledge, skills, and values to serve as a basis for graduate level social work education.
3. Engage in interdepartmental collaborative learning activities that foster integration of the

liberal arts into the bio-psycho-social, spiritual and cultural theory and knowledge base of social work graduates.

4. Equip students with the cognitive and affective processing skills necessary for competent practice with various social systems.
5. Prepare culturally competent social work practitioners to live and work in a diverse society including rural and small town settings.

SOCIAL WORK PROGRAM COMPETENCIES AND BEHAVIORS

Professional social workers, guided by the compass of integrity and inspired by the duty to serve, must acquire, nourish, and maintain the requisite knowledge and skills to deliver competent assistance to the various client systems, including community and society. Without competence, the social worker is not fulfilling the expectations of integrity and service. At the completion of the MacMurray BSW program, students will be able to exhibit the following competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and

alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

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

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

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

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

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

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

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

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

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

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

DEPARTMENTAL POLICIES AND PROCEDURES

SOCIAL WORK PROGRAM'S CULTURAL DIVERSITY STATEMENT

The MacMurray College Social Work Program supports the MacMurray College policy of nondiscrimination. The program accepts and the faculty welcomes all qualified people into the program. Diversity, including race, ethnicity, age, religion, gender, life style choices, sexual orientation, socioeconomic status, and disabilities, enriches all members of the program.

APPLICATION, ADMISSION, AND RETENTION POLICIES

Social work students go through stages of progression to obtain their BSW at MacMurray College. Completion of all the components of one stage must be completed before progression to the next stage.

Stage 1

1. **Admission to MacMurray College:** this is conducted solely through the college and not by the Social Work program.
2. Maturity to accept the extra self-discipline to be a social work major (i.e. regular attendance in all classes, academic honesty, self-examination and ability to cope with personal problems).

Stage 2

At the completion of SCWK 203 – Introduction to Social Work, students will complete the BSW application, which includes the following:

1. Maintenance of College GPA of 2.5 and at least a “C” in prerequisite courses and social work courses;
2. Notification of any prior student felony convictions on record to the Social Work Program;
3. Certification that the student has read the National Association of Social Workers (NASW) Code of Ethics and will adhere to its principles and standards;
4. Completion of 3 short essays series that describe the influences on why the student wants to be a social worker;
5. Signed statement that the student has read the BSW Program Student Handbook.

A certificate of acceptance will be awarded to the student and placed in the student file following the above application standards are met. If the above standards are not met, then a student may be accepted provisionally into the program (see Provisional Acceptance below).

Stage 3

At this stage, the student will be assessed for readiness to enter practicum. The student is required to meet with their social work faculty advisor and/or the Director of Field Education. The following criteria must be met before entering the field placement.

1. Completion of 45 hours of voluntary service;
2. Social work students are required to attain and maintain a minimum of an overall College GPA of 2.5 and must make at least a “C” in prerequisite courses and social work courses. Although a student may get credit for a “C” in an individual

social work course, the student's overall social work GPA must average to at least 2.5 to continue in the program. Therefore, any C in a social work course must be offset by at least a "B" in another social work course in order to attain the 2.5 overall;

3. Completion of a 250 word essay on why the student is ready for practicum;
4. Completion of Field Readiness Training: Field Practicum Orientation and Mandated Reporter Training.
5. Compliance with standards and conduct of the profession.¹

All of the criteria should be met before any placement at a field agency.

Stage 4

Students will be reviewed by the Agency Field Instructor of their placement agency and social work faculty. Students will complete a professional portfolio in Senior Seminar class (SCWK 495).

SOCIAL WORK PROGRAM RETENTION

BSW Program students are expected to uphold the standards of conduct expected by the College, the Social Work Program, and the NASW Code of Ethics. Enrollment in the BSW Program implies the willingness to comply with these standards. The Director of the Social Work Program and the Director of Field Education determine the retention status of BSW students. Academic and personal standards required to remain a BSW student in good standing include but are not limited to:

- Meets and maintains the conditions required for admission/retention as a student at MacMurray College;
- Meets and maintains the conditions established for acceptance into the BSW Program;
- Fully complies with all expectations for corrective actions when deficiencies have been identified and an improvement plan has been specified;
- Fulfills all obligations to the Program, field practicum agency clients, and College (e.g., timely completion of assignments, regular and on-time class attendance and meetings with advisor);
- Establishes and maintains professional, healthy, and collegial relationships with fellow students, faculty members, and field instructors.

Specifically, students are expected to maintain these standards in performance, behavioral conduct, self-awareness, and communication skills. The following outlines examples of minimal requirements for students within the program. This list is not intended to be an exhaustive list of standards.

- Performance: Students are to:
 - Maintain at least a 2.5 GPA and a "C" in all prerequisite and social work courses.
 - Attend and participate in class regularly.
 - Turn in assignments completed and on time.

¹ *Any student may be reviewed at any time if she or he is unable to maintain the standards set for his or her class standing.*

- Plan and organize work effectively, etc.
- Behavioral Conduct: Students are to:
 - Demonstrate ability to work well with others.
 - Show respect for opinions of peers, clients, faculty, and supervisors.
 - Demonstrate a willingness to understand people of different backgrounds.
 - Conduct themselves according to the standards of “The Maggie”, the Social Work Program Handbook, and the NASW “Code of Ethics”.
- Self-Awareness: Students are to:
 - Use self-disclosure appropriately.
 - Manage personal issues that may impair performance in the program.
 - Demonstrate an awareness of personal limits.
 - Work positively in interactions with peers, faculty, staff, supervisors, and clients.
- Communication Skills: Students are to:
 - Demonstrate the ability to follow academic and professional writing conventions in documents.
 - Communicate with clear articulation of ideas, thoughts, and concepts with peers, faculty, and supervisors.
 - Demonstrate critical thinking and good organization in communication with peers, faculty, and supervisors.

STUDENT REVIEW SYSTEM

PURPOSES

The Program is committed to helping students maintain the high standards expected in a professional social work course of study. Students are continuously evaluated by the Director of the Social Work Program, the Director of Field Education, and other social work faculty (referred to hereon as the Review Committee) to assure the appropriateness of student retention within the program. The goals of the Review Committee are to ensure student readiness to help others solve problems, advise students of problems with their conduct or grades, and help students resolve the issues deterring progress toward their goal of helping others.

1. PROVISIONAL ACCEPTANCE

Students may be provisionally accepted into the Social Work Program. The provisional status is awarded to a student that has yet to fully meet the criteria outlined in Stage 2 of the Application, Acceptance, and Retention Policy. Students provisionally accepted will be given the opportunity for full acceptance into the program. This opportunity will be outlined within a corresponding Letter of Concern documenting a warning of concerns (see below). Students that fulfill the standards within the specified time frame of the Letter of Concern will be placed in Good Standing and fully accepted into the program. If a student is unable to fulfill the standards of the Letter of Concern, then the student will be placed on Program Probation (see below).

2. WARNING STATEMENT through a LETTER OF CONCERN

If it appears to a member of the social work faculty that a student is not meeting the standards outlined in application, admission, and retention policies located in this Handbook or is having problems that could affect her or his ability to professionally help others, then a Review Committee will be convened consisting of the Social Work faculty. The Letter of Concern will

outline the concerns of the Review Committee. Along with the description of concerns, the student will be given a list of options for remedying the situation and a list of services available. These services may include campus resources, faculty who may be able to help, a tutor, agencies, and/or a student advocate who may be selected by the student. The amount of time the student has to remedy the situation will be negotiated at the time the description of concerns is given. A copy of the warning will be given to the student and one will be placed in his or her file.

The student has a right to Appeal or address the Letter of Concern. The student will request in writing a meeting with the Review Committee. The Review Committee will consist of two members of the social work faculty, including the Program Director and, if the student desires, a student advocate selected by the student to review the student's standing in the Social Work Program. The student has the opportunity to explain the situation and/or work it out her or himself. Unless the student is able to explain the situation to the satisfaction of the Review Committee, he or she may continue on warning and/or probationary status as a social work major until the difficulties are resolved.

3. PROBATION STATEMENT

If the time has elapsed and/or the student has been unable to remedy the situation, a second and final description of concerns may be given to the student. A Probation Statement, and a written contract, will be developed between the Review Committee and the student who received the probation status. The Probation Statement will include; information about the initial warning, issues with the goals and or time line for the goals of the initial warning, and recommendations for future actions. A student placed on "probation" may include not being allowed to enter practicum or taking additional social work courses until the concerns in the contract are adequately addressed.

4. AMENDING THE AGREEMENT

If at any point in the process, the student needs to renegotiate or amend the agreement, the petition to amend must be in writing. He or she must explain what amendments are desired and why. If two members of the Review Committee deny the petition to amend, then the student may ask for an appeal hearing (see Right to Appeal below). The student may be accompanied by the peer advocate to the hearing.

5. DISMISSAL

Although it is the intention of the department to retain all majors, if the goals stated in the agreement have not been reached within the specified time, then the student is subject to dismissal from the Social Work Program. The Review Committee and the student who received the warning shall attend a dismissal hearing. An advocate chosen by the student may also attend this meeting. If the student is dismissed, then the reasons for dismissal will be put in writing and may be appealed to the Provost within 14 (fourteen) business days.

6. RIGHT TO APPEAL

At any step in the process, the student may appeal the outcome of the proceedings to the Provost. Students have 14 (fourteen) business days to appeal all decisions by the Review Committee. The appeal must specify reasons for disagreement with the Review Committee's decision and rationale for considering a different decision. The student, and an optional peer

advocate, will be thus invited to a meeting within 14 (fourteen) business days with the Review Committee and the Provost to discuss continuation with the initial decision or revision of the original decision.

7. PETITION FOR READMISSION

Students may reapply in writing to the Social Work Program six months after dismissal, unless another time-frame was specified in writing at the dismissal. The following questions/items must be addressed in the readmission petition:

1. How have the problems cited as reasons for dismissal been remedied?
2. Any documentation that might support the argument, such as grades from the most recent semester or a letter of reference.
3. What are the indications that the student is now prepared to help others?

The Review Committee will convene to review the petition for readmission and will make a decision for Readmission within 14 (fourteen) business days.

FAILURE TO APPEAR

Failure to appear at any hearing or meeting in this process is reason for dismissal.

The dismissal may be appealed in writing to the Review Committee within 5 (five) business days of the hearing or meeting date. The decision to dismiss the student may be reversed if the student can show good cause why she or he did not appear.

GRIEVANCE PROCEDURE

Students enrolled in the Social Work Program have the right to redress grievances related to academic matters, including decisions that are the result of student reviews outlined in the section on above. Students are assured freedom from reprisals for bringing a grievance. Grievances related to academic disputes about grades should follow the procedures outlined in “The Maggie”.

Otherwise, if you believe you have been treated unfairly or inequitably in other academic situations, including field practicum, improper treatment by faculty, adjunct faculty, field supervisors, or the victim of any form of discrimination or harassment, then you should document the issue immediately. The document should contain information about the issue (who, what, when, where, how), steps taken to resolve the issue, and a rationale for future actions. This document should be given to the Director of the Social Work program and a formal request a meeting to discuss the issue should follow. The Director will meet within 14 (fourteen) business days with the student and will take administrative action and outline any additional actions in writing to the student. If the student is not satisfied with the Director’s response, then the student may appeal the decision to the Provost, as outlined in the section below.

RIGHT TO APPEAL GRIEVANCE DECISION

At any step in the process, the student may appeal the outcome of the proceedings to the Provost. Students have 14 (fourteen) business days to appeal. The appeal must specify reasons for disagreement with the Director’s decision and rationale for considering a different decision. The student, and an optional peer advocate, will be thus invited to a meeting within 14 (fourteen) business days the Provost to discuss continuation with the initial decision or revision of the

original decision.

TRANSFER STUDENTS

Transfer students must meet all minimum qualifications for admissions to the college (see MacMurray College catalogue). Upon receipt of the student's transcript from the previous college, the college's One Stop Services completes a transcript evaluation determining the credit to be given to meet the college's general education requirements. The One Stop Services will provide this transcript evaluation to the student's social work faculty advisor for consideration of granting credit for prerequisite and social work foundation courses. Social work faculty will determine the adequacy of the student's previous course work for credit based upon course descriptions, occasional review of the actual course syllabi and the overall academic record of the student. Social work practice course credit will only be accepted if the course(s) was taken from an accredited social work program and the student received "C" or better. All field practicum credit, however, must be completed through the MacMurray College Social Work Program.

Transfer students enter the program with a variety of credits earned. The student is expected to comply with the social work program requirements that coincide with his/her year in school (See the section Application, Admission, and Retention in the Social Work Program).

ADVISEMENT

Students applying to MacMurray College, or transferring from another major or institution, and indicate their intention to major in social work, are referred to the Social Work Program. The Program assigns the student a social work faculty member to be the student's advisor, based on the faculty member's advisement load and the individual student. Students typically retain this faculty advisor throughout their college experience unless their needs change or they change their major. If students have questions or concerns, then their advisor is there to help. Students are encouraged to speak frequently with their advisor outside of the routine meetings for planning course schedules.

ADVISOR RESPONSIBILITIES

- Assist students in declaring the Social Work major
- Guide students of the BSW Program through graduation
- Assist students in completing course schedules and registering for courses
- Counsel students regarding their progress in the program including strengths and areas needing improvement
- Assist students in developing their career goals and future educational plans
- Protect the privacy of student's advising folders

The offices of social work are located on the second floor of MacMurray Hall, Social Work suite. The faculty may be contacted by calling the Social Work Program Director, Dr. Joseph Squillace, at 217-479-7108, or email joseph.squillace@mac.edu. The office of Social Work is located in Mac Hall Room 201.

FIELD IMMERSION COURSE & EXTRA-CURRICULAR POLICY

The Social Work Program is a program of academic integrity. Prided as an accredited CSWE program and as a program in higher education, there are expectations of academic and professional performance for students. Students' academic standing and professional behavior will model that of a competent academic student and professional social worker.

Field immersion trips provide an opportunity for unique and life changing experiences. These opportunities can foster growth at the personal and professional levels for students. Field trip experiences include alternative spring break trips, immersion trips, field trips, and short-term study abroad experiences at the domestic or international level. It is a privilege to participate in this type of learning. As such, there are expectations for students engaging in such opportunities in our program.

In order to be eligible for the privileges associated with alternative spring break trips, immersion trips, field trips, and study abroad trips etc., MacMurray College Social Work students must meet a required minimum 2.5 GPA (program and other prerequisite courses) at the time of the trip. Further, students who are currently on any disciplinary probation for behavior will not be allowed to participate in field learning experiences. The student must be in Good Standing with the program. Students not in good academic and disciplinary standing are ineligible to participate in domestic or international study abroad experiences.

SOCIAL MEDIA POLICY

Students are expected to adhere to professional social work values and ethical standards when interacting on social media or social networking sites. Facebook, Twitter, YouTube, Snap Chat, Instagram, and other social sites provide valuable connections for human relationships and create a powerful tool for communication. However, proper guidelines and boundaries on social media and networking sites must be kept in order to avoid potential negative consequences.

Social media provides a domain for personal and professional presentation of self. Your personal image includes contact with friends and family and is guided by your personal values and standards. On the other hand, your professional image is guided by social work values and ethical standards and extends beyond the classroom and field agency. As social workers, we must be mindful that the legal and ethical responsibilities we have as professionals; including but not limited to, privacy and confidentiality, conflicts of interest and dual relationships, informed consent, and private conduct of the social worker. The distinction between personal and professional self is paramount to professionalism in the social work vocation.

Students should prudently consider their online communication as they reflect themselves, their field agency, the MacMurray College Social Work Program, and the social work profession itself. All online communication should be professional and respectful in tone and nature. Violations of the NASW Code of Ethics, as evidenced online, can result in disciplinary action including possible dismissal from the social work program.

STUDENT RIGHTS

RIGHTS OF A MACMURRAY COLLEGE STUDENT

The rights and responsibilities of a MacMurray College student are written in "The Maggie" and available online on the MacMurray College website.

CONFIDENTIALITY

A student is entitled to confidentiality from all members of the Review Committee. The limits to confidentiality are that members of Review Committee may speak freely with each other in private. The Social Work program Director may discuss the proceedings with the Provost of the College and/or Dean of Student Life.

A student's peer advocate has the right to all information specified in a written agreement between the student who received the description of concerns and the peer advocate. This agreement may be terminated at any time by either the advocate or the student who received the warning.

STUDENT ADVOCATES

A peer advocate may be selected among social work majors. Students who are selected as peer advocates may decline without giving an explanation. If a student chooses to become an advocate, then the advocate must maintain confidentiality of the issue. A peer advocate and student may terminate their arrangement at any time at their request of either party. This must be done in writing and a copy given to a faculty member on the Review Committee.

SEXUAL CONDUCT POLICY

The MacMurray College Social Work Program supports the MacMurray College Sexual Conduct Policy found in *The Maggie* <https://www.mac.edu/maggie>

DISABILITIES

The American with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students living with a disability, who require assistance, should contact the Office of Disability Support Services, 479-7176. The office is located in the MacMurray College Henry Pfieffer Library.

CURRICULUM

GENERAL REQUIREMENTS

Students must successfully complete the equivalent of 120 semester credit hours for the BSW degree. All students must fulfill the requirements of the major, as well as successfully completing the requirements of the general education program.

GENERAL EDUCATION

All MacMurray students are expected to demonstrate various skills in all aspects of their college program, including their general education courses.

REQUIREMENTS OF THE MAJOR

The Bachelor of Social Work degree requires the completion of 42 credit hours of social work courses and 21 credit hours of prerequisite courses.

The social work curriculum is organized into five foundation areas: human behavior and the social environment, generalist practice, social policy, research and practice/field practicum. The course of study is structured to comply with the standards established by the Council on Social Work Education. Topics integrated throughout the five foundation areas include professional social work values and ethics, oppression, social and economic justice, human rights, research, populations at risk, social systems theory and person-in-environment, critical thinking, and the importance of cultural diversity including ethnic, racial, religious, age, gender, sexual orientation, lifestyle choices, and ability. The CSWE Competencies and Practice Behaviors guide the development of these topics in coursework.

FIELD PRACTICUM EXPERIENCE

All students are required to complete a 120 hours of junior field experience and 400 hours of senior practicum experience hours. The purpose of the fieldwork experience is to provide “hands on” practical experience in a social service or health care agency, institution, or organization. Field experience is an integral part of social work education, and is intended to complement the theoretical framework learned in the classwork required for the major. Field placement provides students an opportunity to acquire an understanding of how social problems impact individuals, families, small groups, organizations, and communities. The placement enables students to learn the policies, regulations, and functions of social service agencies, networks, and community resources. See the section below for more details about field practicum.

SENIOR SEMINAR PORTFOLIOS

All students graduating from the Social Work Program at MacMurray College complete a portfolio. Portfolios provide evidence of students’ personal and professional growth through the compilation of documents, experiences, and reflections that demonstrate integration of the liberal arts, developing professional competencies, personal and scholarly growth, and commitment to self-directed, collaborative lifelong learning (Cournoyer & Stanley, 2002). The portfolio consists of learning goals, professional objectives, a resume, self-assessments, examples of academic work, records of achievements, and other materials related to your development as a competent professional. This is not simply compiling your work at MacMurray College, but a “purposeful” collection organized to reflect your collection of scholarship, achievements, and work progress (Carney, 2011; Jarvinen & Kohonen, 1995). The portfolio will be individualized to reflect a student’s unique professional journey. The social work faculty will provide guidance in the development and maintenance of the portfolio, primarily in Senior Seminar (SCWK 495). The Portfolio will show mastery of the 9 social work competencies and be evaluated by an independent panel using a grading rubric. Examples of MacMurray Senior Student Portfolios can be found on our website under the tabs Who We Are → Student Portfolios.

DUAL MAJORS AND MINORS

Suggested minors include psychology, criminal justice, or deaf studies. Students wishing to major in a discipline in addition to social work must meet the dual degree requirements.

FIELD PRACTICUM

REQUIREMENTS TO BEGIN FIELD PRACTICUM

Volunteer Hours: The student must complete 45 hours of voluntary service.

Course Work: SCWK 203, 250, 304, 312, and 314 must be completed as prerequisites to field placement with a grade of “C” or above. Students may be in 316 and 345 concurrently with practicum, but only with approval of the Director of Field Education. An overall *and* social work 2.5 GPA is required. A student may *not* have any incompletes on record.

Placement Essay: The student must complete a 250 word essay on why the student is ready for practicum.

Field Readiness Training: The student must complete a Field Orientation and Mandated Reporter Training with the Field Director.

Ethics: The student must show a commitment to the principle of confidentiality and other provisions consistent with the National Association of Social Workers (NASW) *Code of Ethics*.

Maturity: The student must have the maturity for entry-level social work: able to accept the extra self-discipline; able to effectively cope with personal problems (i.e. personal and educational/job stress, and avoid behaviors that put self or others at risk).

Criminal Background:

Students should be aware that criminal offenses may cause ineligibility for placement opportunities and/or liability insurance, which would prevent placement in a field agency. Background checks are often completed by agencies after an interview for field placement. Those wishing to obtain Licensure from the State of Illinois must be of “good moral character” – of which criminal background is taken into consideration. Please refer to Illinois Statutes 225 ILCS 20/19 for grounds for disciplinary action. The Social Work Program will follow the procedures of MacMurray College (found in “The Maggie” http://www.mac.edu/student_affairs/documents/maggie.pdf pages 70-87) for unethical conduct of current students.

Academic Honesty: The student must maintain academic honesty. The Social Work Program will follow the procedures of MacMurray College (found in “The Maggie” http://www.mac.edu/student_affairs/documents/maggie.pdf pages 42-43) for academic dishonesty.

Drug Free: The student must remain free from substance abuse and/or connections to sales or distribution of controlled substances.

Interview: The student record will be reviewed for satisfactory compliance with the above program requirements by the social work faculty prior to an interview. The interview will be conducted by your academic advisor.

Acceptance into Practicum: Once the above requirements are met with completion of a satisfactory interview with the social work faculty, the student is ready for practicum.

AGENCY SELECTION PROCESS

The selection of the field placement is a joint effort between student, faculty, and agency. The student chooses an agency(ies) to interview for the practicum from the database of agency listings. **Information about potential field placements can be found on the Program website (Practicum Sites) or from communication with the Director of Field Education.** Students then review and select a list of agencies (usually up to three agencies) of their choice for interviews. They then meet individually with the Director of Field Education to further clarify any questions about their selections and/or the next steps in the process. If the student has a specific career interest that is not addressed within the present listings, then she or he may identify a different agency, as long as it meets with approval from the Director of Field Education.

The student is responsible for initial agency contact, submission of a current resume (application for fieldwork), and scheduling an interview visit at the agency site. The agency field instructor may wish to receive the student's resume and application for field work prior to the scheduled interviews. Students are strongly encouraged to interview at two or more agencies but, are not required to if their first choice interview results in a placement.

After the interview process, the student discusses his/her preferences for placement with the Director of Field Education. The student is placed in an agency based on the following criteria: the Director of Field Education's assessment of the student/placement match, student preference, whether the agency and agency field supervisor meet the criteria of the Social Work Program, and acceptance of the student by the agency and agency field supervisor. After the assignment for placement is made, the student is responsible for informing the agency field supervisors of agencies not selected by the student.

CREDITS AND HOURS

The junior field internship placement is a one semester placement for 120 hours in the field. The internship includes a field seminar course for 3 credit hours total. The senior field practicum placement involves a block placement at an agency in one semester (full 400 hours and 12 credit hours) or two placements in separate semesters (200 hours each and 6 credits each) approved by the Director of Field Education. The field hours are supplemented by a field seminar class. Students are encouraged to establish the internship site by the end of their sophomore and junior status year in conjunction with the professor and Director of Field Education. Only work performed within the agency setting and on practicum documentation meet the criteria set forth by the Council on Social Work Education. All majors must comply with the program requirements.

Placement hours should begin by the first full week of classes in the term and end by the finals week of the semester. Students should expect to work some evenings, weekends, or during school vacations to meet the hours requirement.

For more detailed information please refer to the Field Practicum Manual or the Director of Field Education.

SOCIAL WORK STUDENT OPPORTUNITIES

STUDENT FEEDBACK

Student participation and feedback is essential to maintaining the quality of the Social Work Program and it is sought through a variety of mechanisms. The formal avenues to participate in developing policies and procedures and/or affecting change in the academic and students affairs of the program are through course and advisor evaluations. The Social Work Program's Social Work Club and Phi Alpha Honor Society, also provide a means to give the program ongoing feedback as to the quality of its efforts.

Student feedback is also often sought through various informal means, such as individual meetings between students and faculty or impromptu class discussions or anonymous surveys. Students' feedback through any of these mechanisms is essential for the program advancement, from modifying instructional methods, course assignments and text, to deciding upon curriculum changes or the criteria as to how a student's progress is evaluated. Student feedback provides the faculty with important information to ensure students are properly prepared for entry-level social work practice.

SOCIAL WORK CLUB

The Social Work Club is the official student organization of the Social Work Program. The first function is to expose the student to options and opportunities in the social work field. The second function is to help the student with her or his academic career. Hours spent on Social Work Club activities may be applied to mandatory volunteer hours. The Volunteer Log Sheet would be signed by the Club President as "supervisor" to confirm hours.

PHI ALPHA HONOR SOCIETY - ZETA OMEGA CHAPTER

The purpose of Phi Alpha Honor Society is to foster high standards of education, while facilitating a closer bond among social work students and promoting humanitarian goals and ideals. Membership is by invitation and reserved for those social work students who have attained excellence in scholarship and achievement. More specifically a student must be of sophomore status and have an overall GPA of 3.00 with a 3.25 GPA in required Social Work courses.

RESOURCES

Locations to access materials related to this Student Handbook:

- MacMurray College SW Program website: www.macmurraysocialwork.com
- Social Work Program Twitter handle: @MacSocialWork
- MacMurray College Social Work Program Facebook Page: "Like" us and have access to latest info.

Works Cited

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Cournoyer, B. & Stanley, M. (2002). *The social work portfolio*. Belmont, CA: Brooks/Cole-Cengage.

Jarvinen, A. & Kohonen, V. (1995). Promoting professional development in higher education through portfolio assessment. *Assessment and Evaluation in Education*, 5(3): 381-412.