Social Work Program
Student Handbook

Luther College
Decorah, Iowa

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I. INTRODUCTION

Luther College was founded in 1861 to educate pastors for Norwegian immigrant congregations. The strong commitment to the liberal arts has endured and remains the foundation for an expanding range of pre-professional and professional programs. Social work courses were first offered in the early 1970's, and the social work program was first accredited by CSWE in 1976. The addition of social work as a major was a logical extension of the long-standing commitment of the college to serve the common good. The college’s emphasis on connecting freedom with responsibility, faith with learning and life’s work with service directly shape and are shaped by the social work program at the college. The college’s goals for student learning (falling in the domains of knowledge, abilities and values) are directly embedded in social work's emphasis on professional knowledge, values and skills. Thus, the program mission and goals are symbiotic with the college’s mission and goals for student learning.

The purpose of this handbook is to explain various aspects of the program including: accreditation by the Council on Social Work Education, courses required for the major, policies for admission and dismissal and a summary of activities and opportunities available to social work students. All social work majors will be assigned an advisor in the social work program who will assist in the planning of courses and answer questions that arise for individual students. Below is a list of current social work faculty. More information about each faculty members background and areas of emphasis can be found on the social work webpage: www.luther.edu/socialwork

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II. EQUAL OPPORTUNITY

As an equal opportunity employer, the College will not discriminate against any individual on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, disability, age, or any other characteristic protected by state, federal, or local law. Students who have a complaint of possible equal opportunity discrimination should contact a member of Student Life Staff or Director of Human Resources.

III. NONDISCRIMINATION

The Luther College Social Work Program does not discriminate against students or employees on the basis of race, creed, color, national origin, age, socio-economic class, culture, sex, sexual orientation and expression, gender identity, ethnicity, immigration status, political ideology, marital status, religion, disability, or any other characteristic protected by state, federal, or local law. People who have a complaint of possible discrimination within the academic or co-curricular activities of the Social Work Program should follow the grievance procedure outlined in section IX of this handbook.

IV. SOCIAL WORK PROFESSION

Professional Associations

There are a number of associations that represent and promote the interests of professional social workers. The National Association of Social Workers (NASW) is the largest and oldest of the Associations.

NASW speaks for social workers in a number of ways, including: preparation of public policy
proposals; lobbying for political action; administering the Academy of Certified Social Workers; and developing practice and personnel standards.

We strongly urge students to join NASW. The membership dues for students are about 25% of the cost for non-students. Students are strongly encouraged to become a part of the professional communities of social workers through attendance at conferences or membership in professional organizations while undergraduate social work students.

Social Work Licensing:
Since the early 1970's states have passed Social Work Licensing laws. The purpose of these laws is to assist the public through identification of standards for the safe professional practice of social work. Each jurisdiction defines by law what is required for each level of social work licensure. Typically, there are four categories of practice that jurisdictions may legally regulate.

Bachelors: Baccalaureate social work degree upon graduation;
Masters: Master's degree in social work (MSW) with no post-degree experience;
Advanced Generalist: MSW with two years post-master's supervised experience; and
Clinical: MSW with two years post-masters direct clinical social work experience.

Graduates of the Luther College Social Work program are eligible for the bachelor's level licensing exam. Students will learn more about the preparation and procedures for the exam in the Field Seminar course or can get more information from the Association of Social Work Boards (aswb.org)

V. CODE OF ETHICS
Students entering the social work major, and thereby the social work field, are expected to be knowledgeable of the NASW Code of ethics and act in accordance with the code. Students should demonstrate their ability to apply social work ethical principles to guide professional practice in the following ways:

• Recognize and manage personal values in a way that allows professional values to guide practice.
• Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.
• Tolerate ambiguity in resolving ethical conflicts.
• Apply strategies of ethical reasoning to arrive at principled decisions.

Students will be given a copy of the NASW Code of Ethics in the first social work practice course and are expected to keep this for reference for the duration of the program. Students can also access an electronic copy at www.naswdc.org

VI. COUNCIL ON SOCIAL WORK EDUCATION
The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country (www.cswe.org). The Luther College Social Work Program is fully accredited by CSWE. This accreditation is reaffirmed every seven years.

In 2008 the Council on Social Work Education revised the Educational and Policy Standards for Social Work Education to reflect 10 competencies and 41 practice behaviors that students should be able to demonstrate by the end of a bachelors level social work education. Each course syllabus in the social
VII. THE SOCIAL WORK PROGRAM

Overview and History
The social work major at Luther College is based on three closely related segments of the college’s curriculum; the basic requirements for the Bachelor of Arts degree, the specific course work required for the social work major, and the elective courses chosen by the student in consultation with an academic advisor.

Through the courses that are required of all graduates, social work majors will obtain the ability to read and write well, to think critically, and to analyze prevailing and historical value systems. Majors will gain insight into their own identity and an understanding of other cultures. Students will be exposed to the fine arts, Paideia, other social science disciplines, religion and philosophy, a foreign language, the natural sciences, and physical education.

In the social work major, students will obtain knowledge and skills in eight areas of emphasis: social work values and ethics, social welfare policy and services, human behavior and the social environment, social work research, social work practice, field practicum, populations-at-risk and social and economic justice, and diversity. The areas of emphasis do not necessarily represent specific courses, rather ideas and skills that are needed for effective beginning generalist social work practice.

Students considering the social work major are encouraged to take advantage of the rich variety of course offerings at Luther and leave their options for change open as long as practical while they come to know more about themselves, their aptitudes, and their interests. Thus, with the help of an advisor, students are encouraged to take electives that explore not only their immediate interests, but also those which will produce a broad experience.

The program mission and goals are met through the required courses in social work and enhanced by the general education requirements and the rich variety of electives available at the college.

Mission of the Social Work Program
The Social Work Program at Luther College is grounded in the history, purposes, and philosophy – as well as the knowledge, values, and skills – of the social work profession. It operates within the context of a small church affiliated liberal arts college in a small town in the American upper Midwest. The program exists to assist students in developing their professional core competencies including the knowledge, values, skills, and professional identity they need to practice as competent entry level generalist professional social workers promoting human and community well being in a diverse, complex, and changing world. Graduates are prepared to be culturally competent life long learners, active citizens, and advocates for social and economic justice who can think critically, use research-based interventions, make sound ethical judgments, respect human diversity, and serve as leaders in strengthening the service delivery system, as they strive to empower people in their environments. The program also contributes to knowledge in the field, provides leadership and expertise to strengthen the social service system, and works for the common good in an ever-changing society.

Goals of the Social Work Program
The social work program has three primary goals that are closely aligned with one or more CSWE Social Work Competencies (noted in parentheses)

1: Prepare students for competent and effective entry-level generalist professional social work practice. (Competencies 1 and 10)
2: Prepare students to think critically, using the values, Code of Ethics, and research base of the profession. (Competencies 2, 3 and 6)

3: Prepare students to work effectively in changing contexts with diverse populations. (Competencies 4, 5, 7, 8, and 9)

**VIII. ADMISSION TO THE SOCIAL WORK MAJOR**

The purposes for application and admission to the major are:

1. to provide the opportunity for the student to make a thoughtful and deliberate choice of major
2. to provide a formal opportunity for faculty to encourage or discourage continuation in this program
3. to begin or enhance the student faculty advising relationship
4. to identify and plan for completion of courses for the social work major

A statement concerning social work student rights and responsibilities may be found in Exhibit E.

**Admissions Criteria**

Students can be admitted to the major when they have successfully completed ALL of the following:

2. Completion of SW 102 Field Experience.
3. Satisfactory evaluation of professional and ethical conduct in field (measured by field supervisors evaluation in SW 102).
4. Completion of or enrolled in SW 201 Fundamentals of Practice I.
5. A cumulative GPA for college courses taken at Luther College of 2.0 or higher.
6. Completion of Social Work Application to the major (Exhibit B).
7. Completion of an interview with two social work faculty members.

**Admissions Process and Requirements**

In the admissions process for the social work major, the faculty is evaluating four basic characteristics that it believes are essential to becoming a beginning level generalist social worker. The four characteristics are:

1. Potential for academic success in the social work major and a Luther GPA of 2.0 or higher.
3. Demonstrated ability to engage in productive interpersonal relationships and willingness to refine this skill.
4. Commitment to human service, economic and social justice, and active citizenship.

**Application Process**

Applications are accepted twice a year in October and March. Application to the major is made by completing the "Application for Admission to the Social Work Major" and completing an interview with two members of the social work faculty. The five steps of the application process are described below.

1. **Application to the Social Work Major**

   Once the student has met the admission criteria (1-5 above) the student can complete the application to the major. Students can obtain a copy of the application in hard copy or electronically from the Program Director. The application includes documentation of completed coursework and letter grades, responses to short answer questions and an essay.
2. Verification of course completion and GPA
Your Social Work Faculty Advisor will verify course completion and Luther GPA of at least 2.0 upon receiving your application to the major. If you do not have an advisor in the social work program you may be required to submit a current copy of your program evaluation (found at www.myluther.edu) to the Program Director.

3. Beginning Field Experience
Your social work advisor should have a copy of your supervisor's evaluation from your beginning field experience (SW 102) in your advising file. If you did not have a social work advisor at the time of your beginning field experience you may be required to submit a copy of your SW 102 Supervisor's Evaluation to the Program Director.

4. Interview
Once you complete the application to the major and provide any necessary documentation of coursework, GPA or beginning field you will be asked to sign up for an interview with two members of the social work faculty. The Program Director will send a list of times to all eligible applicants.

5. Decision
The social work faculty reviews applications and recommendations and makes a joint decision. In making the decision the faculty will consider factors such as academic performance, and student behaviors that are consistent or inconsistent with the Social Work Code of Ethics.

If you are accepted, you will receive a letter in your SPO from the Program Director. A copy will also be placed in your advising file. If you do not yet have a social work advisor you are required to request a social work advisor at this time.

If you are not accepted because a requirement is not met you will be sent a letter outlining the unmet requirement and asked to meet with your Social Work Advisor or the Program Director to make a plan for meeting the requirements.

Students who are admitted with reservation are informed about the nature of the reservation and possible remedies. The student should schedule a meeting with his/her Social Work Advisor or the Program Director about plans to address the reservation(s).

Students who are admitted are not required to complete the major and may withdraw from the major at any time according to college policy.

Students who are not satisfied with the decision made by the faculty may proceed with a grievance through the Social Work Program grievance procedure (Section IX).

Retention in the Social Work Major
Upon acceptance into the Social Work Program, students are notified in writing about the status of their Admission. The letter informs students of the requirements necessary to remain in accepted status. They are as follows:

1. Designate a Social Work Faculty member as their advisor in the Registrar's Office and utilize this person in future planning.
2. Achieve a grade of C or better in all Social Work methods courses (SW 201, 301, 401, 402 & 403).
3. Maintain a Luther College cumulative grade point average of 2.0.
4. Maintain a GPA of 2.0 or above in all courses required for the Social Work major.
5. Continue to demonstrate their suitability to enter the profession of Social Work by maintaining
compliance with the Luther Honor Code and the Social Work Code of Ethics.

**Involuntary Withdrawal from the Social Work Major**

After admission to the program, almost all students finish the major, graduate and go on to employment in professional social work positions. From time to time, after admission to the program, a student will demonstrate unsuitability to continue with the major and enter the profession. In such a case the student may be involuntarily withdrawn from the social work major by action of the social work faculty. There are four primary areas of concern in determining unsuitability:

1. Violation of the NASW Code of Ethics.
2. Violation of the Luther College Student Honor Code.
3. Unsatisfactory performance in field instruction, for example, absenteeism, failure to complete assignments, failure to follow instructions, etc.
4. Failure to follow through on faculty recommendations in relation to acceptance into the program with reservation.
5. Noncompliance with any of the items listed above under “retention in the Social Work Major”.

Procedures for involuntary termination are as follows:

1. Concerns of unsuitability that could lead to involuntary termination will ordinarily arise among the Social Work Program faculty but could also come from a field instructor, agency staff, client, student, other faculty, or other person with reliable information.
2. The concern will be discussed with the student involved and resolution sought.
3. If a satisfactory resolution does not occur the concern will be brought to the Social Work Program faculty who will investigate, giving the student an opportunity to present information to the faculty.
4. The Social Work Program faculty will make a decision to resolve the concern that may include actions the student will be required to take and/or may include involuntary termination from the Social Work Program.
5. The grievance procedures outlined in the Student Handbook, Section IX, are available to the student.

**Readmission to the major**

If a student withdraws or takes a leave of absence from the college, and subsequently returns to school, a readmission process to the social work major may be required at the discretion of the social work faculty.

**IX. GREIVANCE PROCEDURE**

If a student believes her/his rights have been violated or denied within the context of the academic or co-curricular programs of the Social Work Program, the following recommended grievance procedures have been established.

The recommended first step is for the student to communicate directly with the faculty member or field instructor with whom s/he has a grievance to seek a satisfactory resolution. If the student is: a) reluctant to take this step, or b) takes this step but does not reach a satisfactory resolution, the second recommended step is for the student to communicate the grievance to her/his academic advisor. If a satisfactory resolution is not reached at this point, the next steps would be: 1) communications with the Program Director and 2) a meeting with all or part of the program faculty.

While it is recommended that students start the process at step one, it is important to note that students may initiate a grievance at any stage of this process.
If the grievance is not resolved to the student's satisfaction within the Social Work Program, the next steps in the grievance process would be the Department Head, Department of Sociology, Anthropology and Social Work and then, if necessary and depending on the nature of the grievance, on to the Academic Dean or the Dean for Student Life.

We encourage students to use the Social Work Program grievance procedure for appropriate program matters before taking a grievance to another body in the college. The college Student Life Office coordinates grievance procedures on campus.

**X. ADVISING**
Every student at Luther College has a faculty advisor. At any point beyond first semester, a student may request an advisor in the academic major in which h/she already has or is beginning to develop an interest by completing the change of advisor form on the Registrar's website (www.registrar.luther.edu). Requests for specific advisors are usually granted unless an imbalance exists in the advising load among the faculty. A student may change advisors at any time through this same process. Students accepted into the Social Work Program must select a social work faculty member as their advisor.

The duties of the advisor are to guide the student in choosing appropriate courses and to function as liaison and advocate in the best interest of the student's learning needs.

It is required that each student has an advisement session with his/her advisor each semester. Usually, the session occurs in the month before registration for the next semester. Students are encouraged to contact their advisor at any other time.

An example of a typical program of courses for the social work major and a social work advising checklist are included as EXHIBIT C and D.

**XI. CURRICULUM**

**Social Work Courses Required for the Major**
The courses required for the major are as follows:

- **SW 101**  Introduction to Social Work and Social Welfare  4
- **SW 102**  Social Work Field Experience  4
- **SW 201**  Fundamentals of Social Work Practice I  4
- **SW 204**  Human Behavior in the Social Environment I  4
- **SW 301**  Social Work Practice II  4
- **SW 303**  Human Behavior in the Social Environment II  4
- **SW 304**  Social Welfare Policy and Issues  4
- **SW 305**  Research Methods and Utilization  4
- **SW 401**  Social Work Practice III  4
- **SW 402**  Field Instruction in Social Work Practice  8
- **SW 403**  Professional Seminar  4
- **SW 490**  Senior Project  2

**Correlative Courses Required for the Major**

- **POLS 247**  Social Policy  4
- **BIO 115**  Human Anatomy  4
An example of a typical program of courses for the social work major and a social work advising checklist are included as EXHIBIT C.

**Individual Learning Plans for Cultural Competency and Diversity**

The Council on Social Work Education requires students to demonstrate an ability to engage diversity and difference in practice. Diversity includes age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, national origin, marital status, spirituality and the full spectrum of beliefs, sex, and sexual orientation. To this end, students should demonstrate an ability to:

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

In the spirit of becoming life long learners and culturally competent social workers, students will develop an individual learning plan for cultural competency that will span students experiences throughout the curriculum during Practice I (SW 201). The plan will include their learning goals related to cultural competence and diversity, learning activities, and an evaluation plan. A portfolio will be maintained documenting the work done on the plan. The plans will be discussed in Practice II (SW 301) and Practice III (SW 401) classes and reviewed—and revised—during Professional Seminar (SW 403) the senior semester. The three phases of the individual learning plan are designed to:

- Help students determine their actual and perceived levels of cultural competency
- Practice goal setting skills as they write an individual learning plan
- Think critically about experiences with diversity throughout their academic career
- Consider areas for continued growth, life long learning and professional development as a social worker.

**XII. SOCIAL WORK FIELD COURSES**

**Beginning Social Work Field Experience**

The general purpose of the January Term is to provide a change of pace in the academic program and to explore areas outside those courses offered during the fall and spring semesters. The specific purpose of SW 102, Social Work Field Experience, is to provide the student with the opportunity to observe a social service organization in action, to begin to evaluate his/her potential for social work as a professional career, and to develop or increase his/her skills in providing helping service to other people. At a minimum, the student's host agency will provide the opportunity for meaningful observation of its basic service activities. In addition, the student may become involved in some specific tasks, which are part of the service function of the organization.

The student is encouraged to choose his/her own specific area of interest and to initiate his/her own contacts with the social service organizations, which might be able to accept them. The social work program usually approves the arrangements initiated by students but insures that:

1. The organization provides service at a professional level.
2. The student will have the opportunity to observe the activities of social work personnel.
3. The student will be able to directly observe and become involved in, the major service tasks.
4. The student will be provided with some educational guidance during that internship period including an evaluation of their activities.

5. The student will have a social work supervisor who will direct the experience and will provide an evaluation for them at the completion of their experience.

**Field Instruction in Social Work**

Upon completion of the undergraduate Social Work Program at Luther College, of which Field Instruction (SW 402) is the last course, the student should demonstrate the following competencies and practice behaviors as specified in the accreditation standards (2008 EPAS) from the Council on Social Work Education (CSWE). The Field Learning Contract will provide an opportunity to plan activities for learning each of these competencies (C) and practice behaviors (PB). And the final Field Evaluation will measure achievement of the competencies and practice behaviors.

**C1. Identify as a professional social worker and conduct oneself accordingly.**

PB1. Advocate for client access to the services of social work.

PB2. Practice personal reflection and self-correction to assure continual professional development.

PB3. Attend to professional roles and boundaries.

PB4. Demonstrate professional demeanor in behavior, appearance, and communication.

PB5. Engage in career-long learning.

PB6. Use supervision and consultation.

**C2. Apply social work ethical principles to guide professional practice**

PB7. Recognize and manage personal values in a way that allows professional values to guide practice.

PB8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.

PB9. Tolerate ambiguity in resolving ethical conflicts.

PB10. Apply strategies of ethical reasoning to arrive at principled decisions.

**C3. Apply critical thinking to inform and communicate professional judgments**

PB11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.


PB13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**C4. Engage diversity and difference in practice** *(Includes: Age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation.)*

PB14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

PB15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

PB16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

PB17. View themselves as learners and engage those with whom they work as informants.

**C5. Advance human rights and social and economic justice**

PB18. Understand the forms and mechanisms of oppression and discrimination.

PB19. Advocate for human rights and social and economic justice.

PB20. Engage in practices that advance social and economic justice.
C6. Engage in research-informed practice and practice-informed research
   PB21. Use practice experiences to inform scientific inquiry.
   PB22. Use research evidence to inform practice.

C7. Apply knowledge of human behavior and the social environment
   PB23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
   PB24. Critique and apply knowledge to understand person and environment.

C8. Engage in policy practice to advance social and economic well being and to deliver effective social work services
   PB25. Analyze, formulate, and advocate for policies that advance social well being.
   PB26. Collaborate with colleagues and clients for effective policy action.

C9. Respond to contexts that shape practice
   PB27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
   PB28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

C10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities
   PB29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
   PB30. Use empathy and other interpersonal skills.
   PB31. Develop a mutually agreed-on focus of work and desired outcomes.
   PB32. Collect, organize and interpret client data.
   PB33. Assess client strengths and limitations.
   PB34. Develop mutually agreed-on intervention goals and objectives.
   PB35. Select appropriate intervention strategies.
   PB36. Initiate actions to achieve organizational goals.
   PB37. Implement prevention interventions that enhance client capacities.
   PB38. Help clients resolve problems.
   PB39. Negotiate, mediate, and advocate for clients.
   PB40. Facilitate transitions and endings.
   PB41. Critically analyze, monitor, and evaluate interventions.

Format and Duration of Field Instruction:

Field Instruction takes place in the Senior year after all other requirements for the major have been completed except the Professional Seminar (SW 403), which is taken concurrently with field instruction. The student usually works in one agency full-time for one semester of fourteen weeks (a minimum of 400 hours of actual in placement time).

Selection of Field Agencies and Instructors:

Students are generally placed in human service agencies within an 80-mile radius of Decorah. Placement opportunities are available in a wide variety of settings and levels of intervention. Field instruction arrangements are negotiated verbally in advance of placement by the Field Director. Agencies are utilized which have the following characteristics:
a) The agency provides a professional level of service.

b) The agency has reasonable stability of funding and staff and is large enough to maintain the basic program of the agency without reliance on students.

c) The agency provides access to direct involvement in the practice of generalist social work.

d) The agency will provide a staff member who has a Bachelors or Masters degree in social work from a CSWE-accredited program, and who has an interest in educating students—to serve as the Field Instructor. (See below for further details.)

e) The agency is able to provide students with sufficient space and logistical support.

f) The agency is willing to cooperate with the college in planning for educationally oriented supervision and evaluation of students placed in the agency.

Field Instructors are selected from agency staff who have experience and recognized expertise in social work practice and are interested in students and the teaching-learning process. Field Instructors must have either an MSW or BSW, and at least one year of experience in social work practice. In those cases where the agency cannot provide a qualified Field Instructor, a faculty member assumes the responsibility for acting as the Field Instructor.

Placement Procedures:

Early in the semester preceding the field placement, the student completes an application form and returns it to the Field Director. The student is able to review information on the available placements and to indicate preferences for placement on the application form.

The Field Director contacts the agencies requested to ascertain whether or not they can accept a student for the coming semester and then notifies the student of the situation.

The student contacts the agency for a placement interview, and either sends ahead or hand-carries a resume for the interview. Some agencies may require their own application process, which then involves additional time. If both the student and the agency agree to the placement, the arrangement is confirmed. If one or both do not agree, the matter is referred to the Field Director, and another plan will be made. Placement arrangements are usually completed by the end of the semester preceding placement.

Professional Seminar

The student is expected to take the Professional Seminar (SW 403) concurrently with Field Instruction. This class meets for orientation the week prior to the start of field placement and and then every Friday throughout the semester. The student will need to be free of field work responsibilities on these Fridays.

The seminar assignments are designed to support the field instruction and to help integrate previous course knowledge with actual work experience. The seminar sessions provide an opportunity for the
students to discuss their field experiences and to learn from one another about a variety of social work agencies, client situations and services. Students will be instructed in maintaining agency and client confidentiality in material used for seminar work.

**XIII. TRANSFER CREDIT, PROFICIENCY EXAMS AND LIFE EXPERIENCE**
Transfer of social work credits from CSWE accredited undergraduate social work programs will be considered upon the presentation of official transcripts and course syllabi from the transferring institution. The key to awarding transfer credit is the comparability of course content from the transferring institution. Transfer credit recommendations are made by the Program Director to the College Registrar.

No social work course transfer credit is allowed from non-accredited social work programs nor from non-social work programs.

Social work academic credit is not allowed for life experience, work experience or proficiency examinations.

**XIV. SOCIAL WORK ADVISORY BOARD**
The Social Work Advisory Board assists in the planning and development of the Social Work Program. The Council consists of at least four individuals who are practicing social workers (including field instructors), two social work students (a junior and a senior student), and the three social work faculty members. Current committee members from the community are:

Carol Hagen, Clinical Manager, Northeast Iowa Mental Health Center, Decorah, IA  
Mike Bergan, HAWC Partnerships for Children  
Kris Kovarik, Luster Heights  
Bill Duetsch, Northeast Iowa Behavioral Health Services, Decorah, Iowa  
Erin Cline, Social Worker at Palmer Home Health Agency, West Union, Iowa

The Advisory Board typically meets twice a year and provides students and faculty with an additional community resource, reports trends in the field, helps in location of field placements, advises on curriculum review and evaluation, and information on social work job possibilities for graduates. The Board also assists the program in recruiting new students for the program.

**XV. SOCIAL WORK FACULTY**
Social Work Program Faculty at Luther College are:

Craig Mosher, LMSW, Ph.D.,  
Associate Professor of Social Work and Program Director  

Britt Rhodes, LMSW  
Associate Professor of Social Work

Ginger Meyette, LISW, PhD  
Assistant Professor of Social Work and Field Director

**XVI. DEPARTMENTAL ACTIVITIES**

**Social Work Association**
The Social Work Association is student-led, chartered by the college, and serves as an informal vehicle for getting acquainted with other social work students, faculty, and social workers in the local community. Over the years, the association has provided a forum for a variety of social, professional-
development, and community-service activities. Opportunities to develop both leadership skills and important networks in a professional field make the association an active club.

**Phi Alpha Honor Society**
The program’s Lambda Theta chapter of the Phi Alpha National Social Work Honor Society serves to promote excellence in scholarship, leadership, and service. Admission criteria for Phi Alpha include:

- 3.0 GPA overall
- 3.25 Social Work cumulative GPA
- Completion of:
  - SW101 – Introduction to Social Work & Social Welfare
  - SW 102 – Social Work Field Experience
  - SW201 – Fundamentals of Social Work Practice I
- Declared Social Work Major

**AAA Research Assistantships and Student Research Funds**
Students are encouraged to pursue scholarship outside of the classroom through a variety of college-funded programs. Academic Administrative Assistantships are provided for students to participate directly in the research process to support faculty scholarly work or academic programs. Typically, students are invited by a faculty member to participate in an assistantship and the faculty member completes the application.

Student research funds are also available for students to pursue research outside of the traditional academic calendar. These projects are in partnership with a faculty member who serves as a mentor to the student but the research is student led. Students who are interested in student research funds should talk with a social work faculty advisor about their application.

Information about both of these funds can be found at [www.luther.edu/dean](http://www.luther.edu/dean)

**XVII. DEPARTMENTAL SCHOLARSHIPS**
**Don Kemp Memorial Scholarship**

Don Kemp came to Decorah, Iowa in 1978 after working as the Chief of Field Operations for the Alaska Division of Public Assistance. Don was a leader in the social work program at Luther College from 1978-2003. Don’s contributions to the social work program, campus community, social work profession and broader community are too many to name, but a few key highlights include:

- Founder of the Can Mountain Day event which took place at Luther College from 1993-2003 and raised thousands of dollars for Winneshiek County Habitat for Humanity.
- Helped establish the Luther College Habitat for Humanity "Home for Christmas" project
- Volunteer Executive Director for Winneshiek County Habitat for Humanity
- Served on the Winneshiek County Resource and Conservation and Development Board
- Established the Environmental College for Young Leaders at Luther College
- Chairperson for the Iowa Confederation for Social Work Educators
- 1997 Social Worker of the Year
- Advocated for social work licensing in the state of Iowa

The Don Kemp Memorial Social Work Scholarship was established by his family on the 4th day of March 2004, to honor Don’s memory as husband and father, teacher and social justice activist. It is awarded to a junior social work major who best embodies the mission and objectives of the Social Work Program with personal qualities of commitment, initiative and service.
Jessa Slostad Scholarship

Jessa Slostad was a social work student at Luther College from 1999 to 2002. She had cystic fibrosis during her lifetime and died in the spring of 2002 as a result of the disease. She was an independent, hard working student who appeared to be as carefree and cheerful as any other student on campus. She insisted on not being different and not being treated differently because of her health issues.

The Jessa Slostad Memorial Scholarship was founded by her family and the social work program faculty after her death to honor her memory as a student who met extraordinary challenges with equanimity. The award is given annually to a junior social work major that shows financial need and qualifies for Student Support Services.

XVIII. SUPPORTING DOCUMENTS

   EXHIBIT A    2008 EPAS Competencies and Practice Behaviors
   EXHIBIT B    Application to the Social Work Major
   EXHIBIT C    Four Year Course Plan
   EXHIBIT D    Courses Required for the Major
   EXHIBIT E    Student Rights and Responsibilities
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly</td>
<td>1. Advocate for client access to the services of social work.</td>
</tr>
<tr>
<td></td>
<td>2. Practice personal reflection and self-correction to assure continual professional development.</td>
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<td>3. Attend to professional roles and boundaries.</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<td></td>
<td>5. Engage in career-long learning.</td>
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<td>6. Use supervision and consultation.</td>
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<tr>
<td>2. Apply social work ethical principles to guide professional practice</td>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<tr>
<td></td>
<td>8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.</td>
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<tr>
<td></td>
<td>9. Tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>3. Apply critical thinking to inform and communicate professional judgments</td>
<td>10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<td></td>
<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<tr>
<td>4. Engage diversity and difference in practice</td>
<td>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
</tr>
<tr>
<td>INCLUDES: Age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation.</td>
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</tr>
<tr>
<td>14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<tr>
<td>16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<td>17. View themselves as learners and engage those with whom they work as informants.</td>
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<tr>
<td>5. Advance human rights and social and economic justice</td>
<td>18. Understand the forms and mechanisms of oppression and discrimination.</td>
</tr>
<tr>
<td></td>
<td>19. Advocate for human rights and social and economic justice.</td>
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<tr>
<td></td>
<td>20. Engage in practices that advance social and economic justice.</td>
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<tr>
<td>7. Apply knowledge of human behavior and the social environment</td>
<td>22. Use research evidence to inform practice.</td>
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<tr>
<td>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<tr>
<td>24. Critique and apply knowledge to understand person and environment.</td>
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<tr>
<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>25. Analyze, formulate, and advocate for policies that advance social well-being.</td>
</tr>
<tr>
<td>26. Collaborate with colleagues and clients for effective policy action.</td>
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<tr>
<td>9. Respond to contexts that shape practice</td>
<td>27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
</tr>
<tr>
<td>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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</tr>
<tr>
<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</td>
<td>29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>30. Use empathy and other interpersonal skills.</td>
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<tr>
<td>31. Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<tr>
<td>32. Collect, organize and interpret client data.</td>
<td></td>
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<tr>
<td>33. Assess client strengths and limitations.</td>
<td></td>
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<tr>
<td>34. Develop mutually agreed-on intervention goals and objectives.</td>
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<tr>
<td>35. Select appropriate intervention strategies.</td>
<td></td>
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<tr>
<td>36. Initiate actions to achieve organizational goals.</td>
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<tr>
<td>37. Implement prevention interventions that enhance client capacities.</td>
<td></td>
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<tr>
<td>38. Help clients resolve problems.</td>
<td></td>
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<tr>
<td>39. Negotiate, mediate, and advocate for clients.</td>
<td></td>
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<tr>
<td>40. Facilitate transitions and endings.</td>
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<tr>
<td>41. Critically analyze, monitor, and evaluate interventions.</td>
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</tr>
</tbody>
</table>
APPLICATION TO THE SOCIAL WORK MAJOR

The admission process provides an opportunity for the student who wishes to become a social work major to consider thoughtfully and consciously the factors that point in that direction. It provides the faculty with a formal opportunity to talk with the student about the nature of the student's interests and readiness and to plan for the remainder of the student's individual program.

Application may be made any time after completion of Intro to Social Work (SW101) and Field Experience (102) and before enrolling in Practice III (401). An essay (see section 11 of this application) is required as part of the application. Please respond to all items below. Please type your responses in an electronic or hard copy version of this application (You can delete unnecessary lines and spaces.) and return a hard copy to the Social Work Program Director. Interviews with program faculty will then be scheduled.

1. Year: Sophomore Junior Senior (circle one)

2. Semester in which Intro to Social Work (101) was completed: ______________
   Grade: Intro to Social Work (101) ______

3. Year of Field Experience (102) Term/year: ______ January/Summer (circle one)
   Agency and town: _________________________________________________________
   Supervisor: ______________________________________________________________

4. List other required courses for the social work major completed and the letter grade.
   Course: ___________________________________________________________________ Grade: ______
   Course: ___________________________________________________________________ Grade: ______
   Course: ___________________________________________________________________ Grade: ______
   Course: ___________________________________________________________________ Grade: ______
   Course: ___________________________________________________________________ Grade: ______
   Course: ___________________________________________________________________ Grade: ______
   Course: ___________________________________________________________________ Grade: ______

5. List and describe any volunteer or paid experience you have had that you found relevant to social work and describe how it has influenced your interest.
6. Briefly describe your motives for considering the social work major and why you are choosing social work instead of another avenue for working with people.

7. Considering what you wrote in your essay (item 11), what strengths (personal qualities, assets, motivations, skills, etc.) and challenges (personal liabilities, biases, prejudices, vulnerabilities, etc.) do you bring to social work tasks?

8. Describe other activities that you’ve done in the community or on campus that relate to efforts at organizational or community change. (e.g. voting, student government, political activities such as working or volunteering for a candidate, fund raising for Habitat, etc.)

9. If you have identified an area, or areas, of social work activity or clientele with whom you would like to work, please describe and indicate reasons for your interests.

10. Please identify and describe any personal issues (such as learning or physical disabilities, substance abuse, emotional problems, mental illness etc.), either past or present, that might impact you as a practicing social worker. Also, please identify your present and future plans for dealing with these issues as a practitioner. While you are not required to share this information, the Social Work Program uses this information to provide reasonable accommodations and supports to students on both a personal and professional level.

11. Essay for Application to Social Work Major

Attach a separate sheet(s) for answering the following items. (Use no more than three double-spaced pages.)

A. Describe two or three especially formative episodes in your life and indicate how they have influenced your career choice.

B. Describe your experiences with giving and receiving help.

C. Reflecting on your Field Experience (102),

   • what have you learned about social work?
   • what have you learned about yourself?

D. Identify and describe your personal values at this time. Please also identify those about which you feel the strongest.

E. How are your values related to values of the social work profession? Describe potential value conflict(s) you think might occur for you in social work practice.

Revised 3/13/2008
## SOCIAL WORK MAJOR

Tentative courses by semester

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>J-TERM</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 201 (or spring) Practice I</td>
<td>SW 102</td>
<td>SW 201 (or prev. fall) Practice I</td>
</tr>
</tbody>
</table>
| SW 204 Human Behavior in the Social Environment I | | }

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>J-TERM</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 301: Practice II</td>
<td>SW 305 Research Methods</td>
</tr>
<tr>
<td>SW 303: Human Behavior in the Social Environment II</td>
<td>SW 304 Social Welfare Policy</td>
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</tbody>
</table>

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>J-TERM</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>SW 401 Social Work PIII</td>
<td>SW 402 Field Instruction</td>
</tr>
<tr>
<td>SW 490 Senior Paper</td>
<td>SW 403 Professional Seminar</td>
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</tbody>
</table>

**NO ADDITIONAL COURSES**

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**Students are also required to complete BIO 115 and POLS 247 as well as the college Gen Ed requirements.**

**NOTES:**

* Ideal to take SW 102 no later than January of sophomore year.
* Can’t take SW 201 and SW 301 at same time, but some exceptions have been granted to allow students to take SW 301 and 401 simultaneously (not ideal!)
* Most SW courses (except 101, 102, 201, 490, and field) are offered only one time/year
* Can’t do 490 and field simultaneously
EXHIBIT D  Courses Required for the Major
SOCIAL WORK ADVISING CHECKLIST

Name___________________________Tel__________SPO: _______ Date: ______/ Year in school ______
Minor or 2nd Major? ___________________ Year of Graduation___________

<table>
<thead>
<tr>
<th>Social Work Major Requirements</th>
<th>Semester</th>
<th>Credit</th>
<th>Completed</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110, 115 Human Anatomy</td>
<td>F</td>
<td>4</td>
<td>______</td>
<td>______</td>
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<tr>
<td>POLS 247 Intro. to Social Policy</td>
<td>F</td>
<td>4</td>
<td>______</td>
<td>______</td>
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<tr>
<td>SW 101 Intro to SW &amp; Social Welfare</td>
<td>F/S</td>
<td>4</td>
<td>______</td>
<td>______</td>
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<tr>
<td>SW 102 SW Field Experience</td>
<td>J/summer</td>
<td>4</td>
<td>______</td>
<td>______</td>
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<tr>
<td>SW 201 Fundamentals of SW Practice I</td>
<td>F/S</td>
<td>4</td>
<td>______</td>
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<tr>
<td>SW 204 Human Behavior in Soc. Env. I</td>
<td>S</td>
<td>4</td>
<td>______</td>
<td>______</td>
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<tr>
<td>SW 301 Practice II</td>
<td>F</td>
<td>4</td>
<td>______</td>
<td>______</td>
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<tr>
<td>SW 303 Human Behavior in Soc. Env. II</td>
<td>F</td>
<td>4</td>
<td>______</td>
<td>______</td>
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<tr>
<td>SW 304 Soc Welfare Policies &amp; Issues</td>
<td>S</td>
<td>4</td>
<td>______</td>
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<tr>
<td>SW 305 Research Methods</td>
<td>S</td>
<td>4</td>
<td>______</td>
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<tr>
<td>SW 401 Practice III</td>
<td>F</td>
<td>4</td>
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<tr>
<td>SW 402 Field Instruction in SW</td>
<td>F/S</td>
<td>8</td>
<td>______</td>
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<tr>
<td>SW 403 Professional Seminar</td>
<td>F/S</td>
<td>4</td>
<td>______</td>
<td>______</td>
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<tr>
<td>SW 490 Senior Research Paper</td>
<td>F/S</td>
<td>2</td>
<td>______</td>
<td>______</td>
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</table>

Recommended Courses
<p>| | | | | |</p>
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<tbody>
<tr>
<td>Econ 130 Principles of Economics</td>
<td>4</td>
<td>______</td>
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<td>______</td>
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<tr>
<td>Soc 101 Intro to Sociology</td>
<td>4</td>
<td>______</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Psych 130 General Psychology</td>
<td>4</td>
<td>______</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Soc 350 Social Statistics OR</td>
<td>Fall</td>
<td>4</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>PSY350</td>
<td>F/S</td>
<td>______</td>
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Other Requirements

GPA: _____ (Must be 2.0 or better in major courses.) TOTAL CREDITS: (128 for graduation)

TOTAL CREDITS OUTSIDE MAJOR: (at least 80 for graduation)_______

APPLICATION FOR MAJOR? (Must be done before SW 301 and after SW 102; must also have completed or be enrolled in SW 101 and SW 201. Usually done during SW 201.) Planned____ Done_____
Luther College students who are accepted into the social work major have the following rights and responsibilities:

Students have the right to:

1. Academic advising by a social work faculty member, which includes assistance with course selection and professional development.
2. Information about Luther College and Social Work Program policies and procedures.
3. Apply for admission to the social work major and have a decision on the outcome of their application presented on a timely basis and in writing.
4. Appeal decisions made by the social work faculty and have the policies and procedures for appeal available in writing.
5. Organize in their interests as social work majors and have a social work faculty member act as their organizational advisor.
6. Evaluate classes and instructors using the evaluation procedures and instruments provided by the college.
7. Elect students to serve on the Social Work Program Advisory Board.
8. Information on the accrediting standards and policies of the Council on Social Work Education (CSWE) available upon request.
9. Participate in making and changing policies regarding academic and student affairs including the evaluation and ongoing development of the curriculum for the social work major.

Students are responsible to:

1. Maintain academic progress, which conforms to the standards established by the Social Work Program.
2. Adhere to the Luther College Honor Code.
3. Adhere to the Code of Ethics of the National Association of Social Workers (NASW).
4. Adhere to the policies and procedures established by the Social Work Program and spelled out in the Student Handbook.
5. Engage in an ongoing process of defining themselves as a professional generalist social work practitioner, which includes an ongoing process of self-discovery.
6. Promote social and economic justice and empower other people by being active citizens in the Luther College and wider communities.

EXHIBIT F

**Definition of Generalist Practice**
CSWE, Educational Policy B2.2

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies. (CSWE, EP B2.2)