



DEPARTMENT OF

---

# SOCIAL WORK

## STUDENT HANDBOOK



**CEDARVILLE**  
UNIVERSITY.

251 N. Main Street  
Cedarville, OH 45314  
phone: 937-766-3265  
fax: 937-766-4872

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## I. Introduction

Welcome to the social work program. You have chosen an exciting and challenging profession. Your desire to serve God through the profession of social work will lead to a rewarding life of helping others.

This is the student handbook. It will explain how the social work program operates. It gives important information about what you can expect from the social work program at Cedarville University. It is produced by the social work program and features material prepared by or resulting from student input. This handbook is available at Canvas/Social Work Majors Course/Admission Information. This handbook will explain the program, course of study, procedures, and requirements within the social work program. For further information, contact a student member of the Advisory Council or inquire at the social work office located in Apple Technology Resource Center Suite 120.

## II. Professional Accreditation and Licensure

Cedarville University is educationally accredited by the Higher Learning Commission to offer a Bachelor of Science (BS) in Social Work.

The social work program received initial accreditation (June 15, 1998) from the Council on Social Work Education (CSWE). Accreditation is retroactive to the graduates of 1996. In July 1994, the Feasibility Study (Eligibility Criteria) was submitted and approved. Part II (Evaluative Criteria) was submitted in December 1994. The program was granted candidacy in October 1995. Accreditation was reaffirmed in 2001, 2010, and 2018.

Graduates are currently eligible for licensure in Ohio and all other states where licensure is available. Graduates may be eligible for advanced standing in graduate studies for a masters in social work.

## III. Program Personnel

### A. Faculty

Michael E. Sherr, PhD., MSW, Professor, Program Director, Department Chair. *Education:* BSSW, University of North Carolina; MSW, University of South Carolina; PhD, University of South Carolina. *Professional Appointments:* Assistant Professor of Social Work, Graduate Program, Northwest Nazarene University 2004-2006; Assistant Professor of Social Work, Baylor University, 2006-2009; Director Ph.D. Program, Baylor University 2009-2012; Social Work Department Head and Professor, University of Tennessee Chattanooga, 2012-2016; Professor of Social Work, Middle Tennessee State University, 2017-2018; at Cedarville as full-time faculty since 2018. [msherr@cedarville.edu](mailto:msherr@cedarville.edu)

George E. Huff, MSSA, LISW-S, Senior Professor, Field Director. *Education:* BA, Ashland University; MSSA, Case Western Reserve University. *Professional Appointments:* Adjunct Professor at Ashland University 1989-2000 and at North Central State College 1999-2000; at Cedarville as full-time faculty since 2000. [huffg@cedarville.edu](mailto:huffg@cedarville.edu)

Melissa Brown, MSW, LISW, Assistant Professor, International Field Coordinator. *Education:* BSSW, Cedarville University; MSW, the Ohio State University. *Professional Appointments:* Mental Health Counselor at Cedarville 2014-2015; Adjunct Professor at Cedarville 2014-2015; at Cedarville as full-time faculty in 2015. [melissabrown@cedarville.edu](mailto:melissabrown@cedarville.edu)

Pamela Bailey, MSW, LISW, Assistant Professor of Social Work. *Education:* BSSW, Cedarville University; MSW, The Ohio State University. *Professional Appointments:* Adjunct Professor at Cedarville University 2015-2021; at Cedarville as full-time faculty since fall 2021. [pbailey@cedarville.edu](mailto:pbailey@cedarville.edu)

The faculty hold memberships in various professional organizations including the Association of Christians in Health and Human Services, National Association of Social Workers, Council on Social Work Education, Association of Baccalaureate Social Work Program Directors, and American Association of Christian Counselors. Faculty members also serve on various boards of directors in local and county social service agencies.

#### B. Staff

Esther Lanham is the accreditation specialist and office manager for the department. She is a Cedarville graduate and has served in the Social Work Department since October 2002. [estherlanham@cedarville.edu](mailto:estherlanham@cedarville.edu)

### IV. Social Work Program and the Concept of Christian Social Work

Cedarville University offers a social work program emphasizing biblical integration and ethical professional practice. This approach trains students to respond to human needs from a biblical worldview. The tenets of Biblical Foundation for Social Work at Cedarville University are available on the following page.

# BIBLICAL FOUNDATION FOR SOCIAL WORK AT CEDARVILLE UNIVERSITY

## CREATION

God created the heavens and the earth. In six literal days, God created light, water, sky, vegetation, day, night, and all living creatures. He created mankind in His own image, blessed them and set them to rule over every living creature and every plant throughout the whole world. He saw that all He created was good. On the seventh day, God finished His work and rested. He then blessed the seventh day and made it holy because He rested from all the work of creation that He had done. *Genesis 1; Genesis 2:1–2*

God formed man from the dust of the ground. He put the man in the Garden of Eden to work and take care of it. He commanded the man to eat from any tree in the garden except for the tree of knowledge of good and evil. The Lord then created the woman from the man. Tempted by the serpent, the woman ate from the tree of knowledge of good and evil. She also gave some to the man. God then banished them from the Garden of Eden. *Genesis 3*

## SIN

When Adam disobeyed God and ate from the tree of knowledge of good and evil, sin entered the world, and in this way death came to all people, because all sinned. The presence of sin creates a chasm between God and all people, as all are now born with a sinful nature. It is because of this sinful nature that we are condemned before a holy God. *Roman 5:12; Leviticus 19:1–2; Isaiah 64:6*

## REDEMPTION

God, all-powerful, all-knowing, and always present, sent Jesus Christ, His only begotten Son, conceived by the Holy Spirit, born of the virgin Mary. Jesus Christ was sent to die for our sins according to the Scriptures as a representative and substitutionary sacrifice. Those who repent and believe in Jesus Christ are justified on the grounds of His shed blood and are saved by grace through faith wholly apart from human merit or works. *Matthew 22:41–46; Acts 1:11; John 1:12,13; 3:3–16; 5:24; 10:28,29; Acts 13:39; 16:31; Romans 3:21–28; Ephesians 1:3–14; 2:8–10; Philippians 1:6; Titus 3:3–8; 1 Peter 1:23; 2 Peter 1:4–11*

## RESURRECTION, ASCENSION, RETURN

Three days after Jesus was crucified, He was resurrected and appeared to the disciples. He ascended into heaven where He lives presently as our high priest and mediator, and will rapture the Church before the tribulation. He will return bodily and visibly to earth at the end of the tribulation to establish His millennial kingdom, and reign as the supreme Lord over all nations. *Luke 24:36–43; John 14:1–6; 20:24–29; Acts 1:9–11; 1 Corinthians 15:12–58; 1 Thessalonians 4:13–18; 5:1–11; 1 Timothy 2:5; Revelation 1:4–7; 19:11–16; 20:6*

## BELIEVER'S INHERITANCE

Our belief in the death, burial, and resurrection of our Lord Jesus Christ gives us an inheritance that can never perish, spoil, or fade, the salvation of our souls. After we believed, we were sealed with the promised Holy Spirit, who Christ gave us as a deposit guaranteeing our inheritance until the redemption of all those who are God's possession. *Ephesians 1: 13–14; 1 Peter 1: 3–9*

## DIVINE GRACE

Until the return of our Lord Jesus Christ, God, because He is good and shows mercy to all of His creation, causes the sun to rise, sends rain, provides food and drink, and fills hearts with the capacity for joy for the sons and daughters of Adam and the sons and daughters of Jesus Christ. *Psalms 145:9; Matthew 4:45; Acts 14:15*

## SERVANTS OF COMMON GRACE

While followers of Jesus Christ live in the assurance of salvation, all human beings face the consequences of sin, which may include false teachings, painful toil, malnutrition, famine, drought, poverty, hardship, abuses, physical and mental illness, and the pains of grief from dealing with the physical death of loved ones. *Genesis 3: 17–19; Acts 6: 1; Hebrews 13: 1–3, 6–14*

Believers in Jesus Christ, filled with the Holy Spirit, called to the vocation of social work, equipped with a biblical integration of social work knowledge, values, and skills, serve as evidence of God's goodness and mercy for all of His creation. Social work at Cedarville University prepares students to become servants of common grace trained to help the sick, the prisoner, the widow, the orphan, and others who are suffering from the consequences of sin. Graduates of the social work program at Cedarville University are grounded in knowledge and committed to seeking wisdom in God's holy and inerrant Word, prepared to be competent in their professional practice, and ready to give their testimony for Jesus Christ. *Matthew 25: 40–46; Acts 6; 2 Corinthians 5: 20–21; James 1:27; 2: 14–26; 2 Timothy 1: 6–13; Micah 6:8*



## V. A Helping Profession

Although professional social work practice has only been in existence about 100 years, humanitarian concern is as old as the history of humankind. The increase in population and industrialized technology of the nineteenth and twentieth centuries necessitates the development of a profession aimed at the prevention and solution of social problems. This profession is known as social work practice. It combines values, knowledge, and skills to help people in need. Social work is concerned with the whole spectrum of human need.

### *Servants of Common Grace*

All humans face the consequences of sin, which may include malnutrition, famine, drought, poverty, hardship, abuses, physical and mental illness and the grief of bereavement. Christian social workers, equipped with a biblical integration of social work knowledge, values, and skills, serve as evidence of God's goodness and mercy for all of His creation. Social work at Cedarville University prepares students to become servants of common grace trained to help the sick, the prisoner, the widow, the orphan, and others who are suffering, for the Word of God and Testimony of Jesus Christ.

### *Social Work Values*

The basic values which underlie this professional are:

- Service
- Social justice
- The worth and dignity of the person
- Importance of human relationships
- Integrity
- Competence

### *Social Work Skills*

Major skills that are learned include the ability to do social work practice, develop a helping relationship, think critically, practice within the values and ethics of the profession, develop good communication skills, gather information and make referrals, and stimulate the development of a social consciousness.

### *Roles of the Christian Social Worker*

- Ambassador of Christ
- Peace maker
- Servant Leader
- Mediator
- Integrator
- General Manager
- Educator
- Analyst/ evaluator
- Broker
- Facilitator
- Initiator
- Negotiator
- Mobilizer
- Advocate
- Case manager

## VI. Code of Ethics

### NASW Code of Ethics

The NASW Code of Ethics is available at this [site](#). It explains the purposes of the code, provides the ethical principles for the social work values, and details the ethical standards relevant to the professional activities of all social workers.

The [Student Code of Ethics](#) is consistent with the doctrinal statement of the university and the NASW Code of Ethics.

#### **1. Social work students' ethical responsibilities to learning**

1.1 Social work students should understand that the program offers a generalist method foundation, and upon graduation practice should be completed within this framework.

1.2 Social work students may not cheat. (Definition: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise).

a. *Dishonesty, Fraud, and Deception*: As cited in the National Association of Social Workers (NASW) Code 4, social work students should not participate in, condone, or be associated with dishonesty, fraud, and/or deception.

b. *Fabrication and Falsification*: Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

c. *Plagiarism*: Presenting the words or ideas of another as one's own without proper acknowledgement of the source.

d. *Abuse of Academic Materials*: Intentionally, knowingly destroying, stealing, or making materials inaccessible (i.e. library or other borrowed academic resources).

e. *Complicity in Academic Dishonesty*: Intentionally or knowingly helping, or attempting to help another to commit an act of academic dishonesty.

1.3 Social work majors not yet admitted into the Program should make an earnest effort to complete volunteer work that is meaningful for one's social work education and interest.

#### **2. Social work students' ethical responsibilities to other students**

2.1 Social work students must respect the differences of other students' opinions.

2.2 Social work students should not intentionally disrupt classes in any form or manner.

2.3 Social work students should not act in a way that endangers other students, faculty, staff, and/or clients.

2.4 Social work students may not bring frivolous or false charges against other students.

2.5 Social work students who observe, believe, or suspect another student of cheating in any graded assignment must immediately bring the matter to the attention of the instructor.

#### **3. Social work students' ethical responsibilities to professors and the social work program**

3.1 Social work students should conduct themselves as an entry-level professional at all times on and off campus.

3.2 Social work students must fully embrace the generalist model as a perspective for social work practice.

3.3 Social work students are obligated to live up to their full intellectual potential in completing assignments.



3.4 Social work students should focus on course content and practice application rather than preoccupation with grades.

3.5 Social work students who question the ethical validity of the field agencies' assignments are obligated to confer with the social work program field director.

3.6 Social work students who question the ethical validity of the field professor's policies and procedures are obligated to confer with the Program Director.

#### **4. Social work students' ethical responsibilities to field work client system**

4.1 Students are obligated to comply with all ethical responsibilities to client systems as articulated in the NASW Code of Ethics (standards 1.01-1.16). The following ethical standards relevant to the activities of all social work students include: Commitment to Clients, Self-Determination, Informed Consent, Competence, Cultural Competence and Social Diversity, Conflicts of interest, Privacy and Confidentiality, Access to Records, Sexual Relationships, Physical Contact, Sexual Harassment, Derogatory Language, Payment for Services, Clients Who Lack Decision-Making Capacity, Interruption of Services, and Termination of Services.

4.2 Students will incorporate technology into client services in accordance with the NASW and ASWB Standards of Technology and Social Work Practice found at <https://www.socialworkers.org/practice/standards/naswtechnologystandards.pdf>.

a. Protect client confidentiality at all times.

b. Follow agency policies and procedures for use of technology.

c. Ensure compliance with federal laws regarding client written and electronic records.

4.3 Social work students who are involved in volunteer work and/or field work and are confused about an impending ethical issue should consult the setting supervisor and a social work faculty member.

#### **5. Social work students' ethical responsibilities to field instructors**

5.1 Social work students are obligated to fulfill the terms of the Affiliation Agreement.

a. Adhere to professional ethics and conform to the usual standards and practices of the agency.

b. Meet work requirements as regularly scheduled by the agency within the Program's requirement of 8 hours/week for juniors and 16 hours/week for seniors.

c. Observe accuracy and promptness in preparation of correspondence, records, and reports.

d. Protect the validity and confidentiality of electronic and written records and reports.

e. Relate to appointed agency field instructor in matters of consultation and supervision, keeping the field instructor informed of activities and progress.

f. Provide professionally sound and appropriate services to clients.

5.2 Social work students are obligated to complete field assignments in a committed, serious, and purposeful fashion.

5.3 Social work students are obligated to live up to their full intellectual abilities when completing their field work experience.

5.4 Social work students are obligated to comply with field agency policies and procedures.

5.5 Social work students who question the ethical validity of the field agencies' assignments are obligated to confer with the field instructor and if further question exists, confer with the field director.

#### **6. Social work students' ethical responsibilities to the University**

6.1 Social work students should act in a manner that brings a positive image or credit to the university.

6.2 Social work students are obligated to comply with the university Student Handbook, the Community Covenant, the Social Work Program Student Handbook, and the guidelines found in the Field Guide.

6.3 Social work students are obligated to refrain from defacing university property and equipment.

## VII. Future Careers and Ministries

Social work graduates usually enter one of three general areas of service and ministry:

### A. Professional Social Work

Christians who minister as professional social workers must meet demanding standards required by law. A bachelor's degree and a license in social work are usually required.

### B. Professional Church and Church-related Specializations

Church social workers and denominational organizations are increasing. Competent Christian social workers are needed to develop these crucial ministries.

### C. Informal Assistance

Special understanding of people and their needs enables graduates to minister more effectively as personal and social problems arise in their local church congregations. Appropriate use of such skills often opens opportunities for increased gospel witness.

## VIII. Mission, Goals, and Objectives

The social work major prepares students for future ministries/careers in professional social work, professional church and church related specializations, and informal assistance. The wide range of opportunities within the social work field provides graduates with numerous ways of investing in the lives of individuals, families, groups, and communities.

Our mission: the Cedarville University Social Work Program develops competent servant leaders, grounded in biblical truth to practice generalist social work in diverse settings worldwide advancing human and community well-being.

Goal: the goal of the social work program is to prepare future professional social workers who are competent in the areas of

1. Serving diverse people, groups, and communities by treating all with dignity and respect, valuing all relationships.
2. Addressing conditions which limit human rights, promoting social, economic and environmental justice worldwide, and working toward the elimination of poverty with the underpinning component of enhancing the quality of life for all people.
3. Practicing with competence and integrity using scientific inquiry and evidence based interventions.
4. Applying the person and the environment construct to practice, understanding the impact poverty can have on social functioning.
5. Ethically integrating faith and social work practice.

To accomplish the mission and goals of the social work program, the following objectives have been established. Graduates of the Cedarville University Social Work Program will demonstrate a basic level of competency in the profession of social work by:

Objectives: Graduates of the Cedarville University Social Work Program will demonstrate a basic level of competency in the profession of social work by

1. Integrating faith and practice through a process of ethical reasoning while respecting spiritual diversity.
2. Evaluating multiple sources of knowledge and apply strategies of ethical reasoning to integrate knowledge and practice.
3. Engaging effectively with diverse individuals, groups, communities, organizations, and colleagues, being mindful of the importance of difference in shaping life experiences.
4. Assuring continual professional development by practice reflection and self-correction and managing personal values in a way that allows professional values to guide practice.
5. Assessing client strengths and needs using a bio-psycho-social-spiritual model and analyze, formulate, and advocate for policies that advance social well-being, recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

## IX. Educational Policy and Standards

The Council on Social Work Education (CSWE) has established Educational Policy and Accreditation Standards (EPAS). This policy outlines the curriculum content of all schools of social work that CSWE accredits. The intent of this policy is to provide a sound, consistent curriculum for students, so that upon graduation, students will possess the knowledge, values, and skills needed for a generalist social worker.

EPAS is important for students, as it informs them of the guidelines for social work education, which in turn they may use to evaluate their own education in accordance with CSWE standards.

EPAS describes five features of an integrated curriculum design:

- 1) Program mission and goals
- 2) Anti-racism, diversity, equity, and inclusion
- 3) Explicit curriculum
- 4) Implicit curriculum
- 5) Assessment

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge values, skills, and cognitive and affective processes. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies are listed below, followed by a description of characteristic knowledge, values, skills and resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals. Our program has added a tenth competency that relates to integrating faith and social work practice.

The educational policy is included in this handbook, as it serves as the framework for the curriculum.

<b>Competency 1 – Demonstrate Ethical and Professional Behavior</b>
1.1 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.
1.2 Social workers demonstrate professional behavior, appearance, and oral, written, and electronic communication.
1.3 Social workers manage personal and professional value conflicts and affective reactions.
1.4 Social workers use technology ethically and appropriately to facilitate practice outcomes.
1.5 Social workers use supervision and consultation to guide professional judgment and behavior.
<b>Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>
2.1 Social workers advocate for human rights at the individual and system levels.
2.2 Social workers engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
<b>Competency 3 - Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice</b>
3.1 Social workers demonstrate antiracist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
3.2 Social workers demonstrate cultural humility applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
<b>Competency 4 – Engage in Practice-informed Research and Research-informed Practice</b>
4.1 Social workers apply research findings to inform and improve practice, policy, and programs.
4.2 Social workers identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative methods of research to advance the purposes of social work.
<b>Competency 5 – Engage in Policy Practice</b>
5.1 Social workers use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
5.2 Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
<b>Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities</b>
6.1 Social workers apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.

6.2 Social workers use empathy, reflection and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
<b>Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities</b>
7.1 Social workers apply knowledge of human behavior and person-in-environment, and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies.
7.2 Social workers demonstrate respect for client self-determination during the assessment process collaborating with clients and constituencies in developing mutually agreed-on goals.
<b>Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
8.1 Social workers engage clients and constituencies to critically choose and implement culturally responsive, evidence-based interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies.
8.2 Social workers incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of diverse clients and constituencies.
<b>Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
9.1 Social workers select and use culturally responsive methods for evaluation of outcomes.
9.2 Social workers critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
<b>Program Specific Competency 10 – Faith and Practice</b>
10.1 Social workers integrate faith and practice through a process of ethical reasoning 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.
10.2 Social workers apply self-awareness and use reflection and self-regulation to manage personal biases and values and maintain professionalism in practice situations.
10.3 Social workers respect spiritual diversity, applying into their practice an understanding of the importance of diversity and difference in shaping life experiences.
10.4 Social workers assess client strengths and needs using a bio-psycho-social-spiritual model.

## X. Curriculum and Required Sequence

The curriculum of this baccalaureate social work program is organized around a sequence in line with the standards of the Council on Social Work Education.

**SOCIAL WORK MAJOR (B.S.)  
SUGGESTED FOUR-YEAR SCHEDULE**

Freshman Year					
Fall			Spring		
<b>General Psychology</b>	(PYCH-1600 F/S)	3	<b>Introduction to Sociology</b>	(SOC-1300 F/S)	3
Fundamentals of Speech	(COM-1100 F/S)	3	Introduction to Humanities	(HUM-1400 F/S)	3
English Composition	(ENG-1400 F/S)	3	Old Testament Literature	BTGE-2730 F/S/Su)	3
Bible and the Gospel	(BTGE-1725- F/S/Su)	3	<b>Principles of Biology</b>	(BIO-1000 F/S)	3.5
<b>Introduction to Social Work</b>	(SWK-2330 F/S)	3	Physical Activity & Healthy Living	(PEF-1990 F/S)	2
<b>Field Survey</b>	(SWK-2350 F/S)	2	<b>TIE</b>	(SWK-1100 S)	1
<b>Total</b>		<b>17</b>	<b>Total</b>		<b>15.5</b>

Sophomore Year					
Fall			Spring		
<i>*Elective: SWK w/ Aging Pop</i>	(SWK-2500 F)	3	<i>Ethics in the Helping Prof</i>	(SWK-2900 S)	3
Politics and Am. Culture	(GSS-1100 F/S)	3	<i>*Elective: Concepts Chemical Dependency</i>	(SWK-2840 F/S/Su)	3
<b>Social Movements</b>	(HIST-3750 F/S)	3	Science Elective		3
<i>Intro to Philosophy</i>	(BTPH-2200 F/S)	3	New Testament Literature	(BTGE-2740 F/S/Su)	3
Physical Science Elective		3.5	<i>*Elective: SWK in Mental Health Settings</i>	(SWK-2820 S)	3
<i>*Elective: Cultural Anthropol</i>	(ANTH-1800 F/S)	3	Elective		3
<b>Total</b>		<b>15.5</b>	<b>Total</b>		<b>18</b>

*\*Choose three electives from: SWK w/ Aging Populations; SWK in Mental Health Settings; Chemical Dependency; or Cultural Anthropology Ethics in the Helping Profession should be taken prior to Jr. Field Experience*

Junior Year					
Fall			Spring		
<i>Practice with Groups</i>	(SWK-3020 F/S)	3	<i>Practice w/Individuals, Families</i>	(SWK-3210 F/ S)	4
<i>Social Welfare Programs /Policy</i>	(SWK-3110 F)	3	Elective		3
<i>Human Behav./Social Environ.</i>	(SWK-3010 F)	3	Literature Elective		3
Theology I	(BTGE- 3755 F/S)	3	Theology II	(BTGE-3765 F/S)	3
<i>Jr. Field Experience I</i>	(SWK-3440 F)	3	<i>Jr. Field Experience II</i>	(SWK-3460 F)	3
<i>Jr. Seminar I</i>	(SWK-3430 F)	1	<i>Jr. Seminar II</i>	(SWK-3450 F)	1
<b>Total</b>		<b>16</b>	<b>Total</b>		<b>17</b>

Senior Year					
Fall			Spring		
<i>Sr. Field Experience I</i>	(SWK-4560 F)	6	<i>Sr. Field Experience II</i>	(SWK-4570 S)	6
<i>Sr. Seminar I</i>	(SWK-4510 F)	2	<i>Sr. Seminar II</i>	(SWK-4520 S)	2
<i>+Statistics for Social Workers</i>	(SWK-4610 F)	3	<i>+Social Work Research Methods</i>	(SWK-4620 S)	3
<i>Practice w/ Diverse Populations</i>	(SWK-4210 F/Su)	3	<i>Practice w/ Communities &amp;Orgs</i>	(SWK-4220 S)	4
<b>Total</b>		<b>14</b>	<b>Total</b>		<b>15</b>

**BOLD = pre-requisites for admission into program**

*Italics = these courses require a C- or higher to remain in the program*

*+ = satisfies a general education requirement*

## XI. Americans with Disabilities Act

If you believe you may need support in managing the impact of a disability, please arrange an appointment with the Coordinator of Disability services in BTS 223 by phone 937-766-7457 or email [disabilityservices@cedarville.edu](mailto:disabilityservices@cedarville.edu). <http://www.cedarville.edu/Office/Academic-Enrichment/Disabilities/Faculty.aspx>

Examples of disabilities are AD/HD, specific learning disability, hearing or vision impairment, health impairment, psychological, orthopedic, or traumatic brain injury. Faculty rely on Disability Services to verify the need for accommodations and to assist in the development of reasonable and appropriate accommodation strategies.

Academic support is available by contacting Kim Ahlgrim, Associate Dean of Academic Enrichment, Ext. 3845, [ahlgrimk@cedarville.edu](mailto:ahlgrimk@cedarville.edu)

## XII. Field Experience

Students in the social work program have the opportunity to apply their classroom knowledge of social work theory, methods, and principles to actual situations of human need in a field experience placement. They learn to use methods and develop skills through social work experience under qualified supervision and instruction. Placements are made after consultation with the students regarding personal interests and abilities.

In the *Field Survey* course, field trips introduce students to social work practice environments that serve people who are different from themselves. Furthermore, students will continue to gain social work experience during the *Total Immersion Experience (T.I.E.)*, a course that requires students to shadow a social worker for one week prior to admission into the social work program. These pre-professional courses are available to all students; however, the junior and senior field experiences are restricted to social work majors who have been admitted into the program. In the junior year, students receive a Field Guide that provides complete information on field experience in the junior and senior year.

### A. Junior Field Experience

Junior field experience provides practical experience in a social work agency, institution, or department designed to complement the student's academic work and enable the student to apply theory to actual social work situation. The junior field experience has a poverty focus that requires the student to choose an agency where they will be exposed to issues related to poverty. The student will have the opportunity to observe the social worker's role in the helping process, to have direct contacts in agencies with a variety of individuals, groups, and /or community resource workers, to learn various preliminary social work tasks, and to share experiences with other students in small seminar classes. The students will be expected to develop an initial self-assessment of their specific role in the helping process, perform at an introductory level the functions of the agency to which they are assigned, and put into practice primary social work skills. The course is designed to result in the development of competence in linking people with systems that provide them resources, services and opportunities, and to develop skill in applying knowledge of human diversity in behavior and social environment.

Juniors fulfill their experience requirement over two semesters within one agency. The experience requires eight hours per week for a minimum of 150 hours. Students are expected to remain in their field experience until the 8<sup>th</sup> week of seminar in the spring semester.

Junior students in field experience are responsible to a field instructor (social worker) with whom they meet on a weekly basis for supervision. In addition, juniors meet in small field seminar classes with the faculty liaison for one hour a week throughout the experience in addition to the 150 hours spent in the agency. These groups give the students an opportunity to share new knowledge, awareness, and reactions to their new field experiences with their peers and faculty on campus. The field director may choose the junior field experiences.

Prior to beginning Junior Field Experience students are encouraged to successfully complete *Ethics in the Helping Profession*.

### B. Senior Field Experience

The senior field experience is designed to provide the student with an opportunity to further integrate and apply knowledge and theory learned in academic courses to actual social work situations. In the senior year, the student is expected to perform social work responsibilities equivalent to those of a new staff member in the agency, under close supervision of the field instructor. It is expected that the student will become aware of and analyze their own value orientations and feelings about people and the problems that they bring to social agencies. In addition, emphasis is placed on the acquisition of knowledge and understanding of the network of social work services in the community, and of learning techniques and skills common to social work practice.

Seniors fulfill their field experience requirement over two semesters within one agency. They complete 225 hours fall semester and the remaining 225 hours during spring semester. This experience requires a minimum of 16 hours a week. It is expected that a student will remain in field through their last seminar class regardless of their accumulated hours.

The senior field experience, like the junior experience, is integrated with classwork, especially in the senior *Social Work Practice with Communities and Organizations* and *Social Work Practice with Diverse Populations* courses that students are required to take concurrent with field experience. This involves the integration of previously learned knowledge and experiences to maximize each student's cognitive and practical use of social work theory and practice. Seniors also meet in field seminar classes two hours a week, in addition to the 450 hours spent in the agency, to discuss the above areas and to individualize their practice of social work. The field director may choose the senior field experiences.

### C. International Field Experience

International field experiences are currently available for both Junior and Senior levels in Uganda. There are opportunities at the Junior level in India and Ecuador. Students interested in international field should contact the International Field Coordinator Professor Brown as early as possible in order to plan their academic schedule appropriately.

**Commented [EL1]:** It is strongly recommended that students successfully complete *Ethics in the Helping Professions* prior to beginning Junior Field Experience???



#### D. Agencies

The social work program can place students in more than 100 different agencies. Field experience complements classroom learning, so placements are made in those agencies that have qualified staff members who have adequate time to instruct students. (The student must provide transportation.) The agencies available to students for placement are listed on the Web at [www.runipt.com](http://www.runipt.com). Once accepted into the program, students will be given an account with ipt so they can access the Agency Directory.

### XIII. Departmental Policies and Procedures

University and departmental policies on student learning performance are printed in course syllabi and in the Field guide. Additional guidelines include:

#### A. Admission

Admission to the social work program occurs during the sophomore year. Freshmen and sophomores interested in social work should declare their intent to major in social work and meet with an appropriate social work advisor to ensure that courses are taken in the proper sequence. To be admitted, students must meet the following criteria:

1. Complete and submit a Summary of Prerequisites showing completion of at least 43 semester hours of general education requirements, with a grade of C or higher in the following prerequisites:

Introduction to Social Work	General Psychology
Field Survey	Principles of Biology
Total Immersion Experience	Social Movements
Introduction to Sociology	

2. Earn a cumulative GPA of 2.25 or better. Upload a current copy of your Unofficial Grade Transcript (UGT) from myCU into your application packet. (Students must have a C or better in all classes required for the major.)
3. Valid "No Record" background check for the state of Ohio and additional FBI background check for those who live out of state.
4. Complete and submit an Application for Admission through Google forms, including an Autobiographical Statement detailing your interest in social work.
5. Complete and upload Volunteer Experience form documenting 40 hours of post-high school volunteer experience.
6. Submit three Letters of Recommendation:
  - Pastor or youth pastor
  - Employer or volunteer supervisor
  - Teacher or adult friend (over 25 years old who has known you for at least two years)

7. Read the social work program student handbook and sign the Handbook Sign-off in the application packet.
8. Be interviewed by social work faculty who will complete and submit an Admissions Interview Report form.
9. Based on the recommendation of faculty, the department chair will make the final decision as to whether a student meets all requirements adequately for admission to the social work program. The Chair may make three decisions regarding admission:
  - Full admission
  - Admission with provision
  - Denial of admission
10. Full admission is normally required for enrolling in practice courses and jr. field experience. Students admitted with provisions may be allowed to enroll in practice courses and field experience with the approval of the Chair.

#### B. Progression

In order to progress in the program, a student must maintain a cumulative GPA of 2.5 or higher and earn at least a C in all classes required by the social work major. The student must also meet generally accepted standards of professional conduct.

#### C. Dismissal Policy

Students will be dismissed from the program for failure to meet the academic or professional standards of the program.

##### *Academic*

A minimum grade of C is mandatory in all classes required by the social work major, as well as a cumulative GPA of 2.5 or higher. In addition, a student must meet generally accepted standards of professional conduct (knowledge, values, skills, and cognitive and affective processes).

Examples include consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships, inability to demonstrate a non-judgmental attitude, and inadequate documentation and comprehension skills (see Field Guide: Policies).

##### *Professional*

Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, or inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field experience).

Examples include emotional instability that prevents the student from meeting/completing requirements, involvement in an illegal activity, violation of agency standards, violation of the Code of Ethics, lack of punctuality/absenteeism, insubordination, inappropriate attire, or violation of university standards (see Cedarville University Student Handbook).

## D. Dismissal Procedure

### *Notification*

1. In the event any student in the social work program fails to comply with any of the policies and procedures of the program contained in the social work program Student Handbook or Field Guide, such student will be subject to termination from the program.
2. In the event of a decision by the social work program faculty to dismiss a student from the program, a notice of such dismissal will be sent from the Chair to the student.
3. The Notice of Dismissal will include the following:
  - a. A brief statement for the reason or reasons for such dismissal
  - b. The right of the student to appeal the dismissal
  - c. A brief description of the appeal process
4. If the student desires to appeal his or her dismissal, within five (5) days after receipt of a Notice of Dismissal, the student must inform the Chair in writing of his or her request for an appeal hearing and deliver such notice to the Chair.
5. Within ten (10) days following receipt of the request for an appeal hearing, the Chair shall notify the student in writing of the following:
  - a. The time and date of the hearing
  - b. A brief summary of the reasons for dismissal
  - c. The names of any persons who may testify in support of dismissal at the hearing
  - d. The student's right to confront any such witnesses
  - e. The student's right to be represented by an advisor and that such advisor may be present to assist the student at the hearing. Such advisor may be another student, a member of the university faculty or staff, or a Resident Assistant or Resident Director. Any attorney-at-law who may represent this student may not be present at the hearing.

### *Hearing*

1. If a hearing is convened, it will be conducted by the Chair. Except in the discretion of the Chair, only the following persons may be present at the hearing:
  - a. The Hearing Panel
  - b. The student whose dismissal is the subject of the hearing
  - c. The student's advisor if any
  - d. The witnesses may be present only at the time they are called to testify
2. The Hearing Panel shall consist of:  
A member of the social work Advisory Council, who shall be selected by the Council; a member of the program faculty, who shall be selected by the members of the program faculty; and a student representative of the Advisory Council, also to be selected by the council.
3. Hearing Procedure
  - a. Although the student may not be represented by an attorney-at-law, his or her advisor, selected from the group of persons about, may be present to assist and advise the student.
  - b. The hearing will be recorded.

- c. Formal rules of evidence will not apply. The Hearing Panel at the discretion of the Chair may accept records, exhibits, and written statements for consideration. Any procedural questions will be determined by the Chair.
- d. Following the presentation of all the evidence and testimony by the program, the student will be entitled to present witnesses and evidence and to make a statement to the panel.
- e. Following presentation of all testimony and evidence, the Hearing Panel will determine by majority vote whether it is more likely than not that the student has failed to meet the requirements of the social work program policies and procedures.
- f. Within ten (10) days after the hearing, the chair of the Hearing Panel will prepare a written report and such decision will be sent to the student.
- g. The student may appeal the panel's decision to the university's Vice President for Academics by requesting such an appeal in writing within five (5) days of the receipt of the report of the Hearing Panel.

(Reviewed by the university legal department July, 2019)

#### E. Sexual Harassment Policy

Sexual harassment will not be tolerated by the agency, by Cedarville University, or by the student in the field experience. Cedarville University and the Department of Social Work seek to provide programs, activities, and an educational environment free from sex discrimination. Title IX of the Education Amendments of 1972 states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or any activity receiving Federal financial assistance.”

For the purposes of this policy, “sex discrimination” shall also include, but not be limited to, any acts of sexual assault, sexual violence, and sexual harassment. Cedarville University defines Prohibited Conduct to include sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, stalking, and sexual acts not involving contact. This policy also prohibits retaliation.

##### **Scope:**

The prohibitions in Cedarville's Title IX policy apply to all University community members. Per the August 14, 2021 updated federal regulations, this community includes students, faculty, administrators, staff, volunteers, vendors, independent contractors, visitors, alumni, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business, or **having any official capacity with the University** or on University property. **In particular, off-campus conduct is subject to this policy if the conduct occurred in the context of an education program or activity of the University** or had continuing adverse effects on campus or in an off-campus education program or activity.

**Reporting and Receiving Support:**

The following procedures are established to protect the student from sexual harassment when placed in a social work field experience. If a student in a field experience believes that he or she is being sexually harassed the following procedures should be followed:

1. The student should immediately report the incident verbally to the professor of record and in writing (Appendix H, Incident Report Form).

A student in an international field placement should immediately report the incident verbally to the in-country field coordinator and in writing (Appendix H, Incident Report Form). A copy of the Incident Report Form should be submitted to the International Field Coordinator. The student should seek the advice of the in-country field coordinator about what steps to take in regard to the offending individual. The student should also report it to their in-country professor and field instructor unless this is the harassing individual.

2. The professor of record will discuss the situation with the agency director (or their designated representative).

For international field, the International Field Coordinator will consult with the in-country field coordinator. The in-country field coordinator will discuss the situation with the agency director (or their designated representative).

3. The social work professor of record will be responsible for arranging a meeting to discuss the problem with the student, field instructor, and agency director (or their designated representative).

For international field, the International Field Coordinator is responsible for ensuring the in-country field coordinator will conduct a meeting to discuss the situation with the agency director (or their designated representative), the student and professor. The in-country field coordinator will report the proceedings of this meeting to the International Field Coordinator.

4. The Title IX Coordinator will be contacted by the professor or the student and/or the field director, directly.

5. Action will be taken appropriate to the agency's sexual harassment policy and/or the international study program's policy if applicable.

6. A student will be given the option of changing their field experience depending upon the outcome of the sexual harassment assessment, whether in a domestic setting or in an international placement.

Cedarville University views an act of sexual harassment by a student to be intolerable. The following procedures are established to effectively address an allegation of sexual harassment by a Cedarville student:

1. The field instructor will provide verbal and written documentation to the professor of record that a social work student has been suspected of sexually harassing an agency staff member or client.

In international field experiences, the in-country field coordinator will provide written documentation to the International Field Coordinator that a social work student has been suspected of sexually harassing an agency staff member or client.

2. The professor of record will discuss the allegations with the agency director (or their designated representative) and the in-country field coordinator if applicable.

3. The professor of record is responsible for arranging meetings to discuss the allegation with the student, the professor, the on-site coordinator, the field instructor, and the agency director. This may be conducted via communications technology or conference telephone calls for placements outside the Miami Valley area. The professor of record may choose to delegate the responsibility for some of these meetings to the on-site field coordinator for international field placements. The on-site field coordinator will report the proceedings of all meetings regarding the allegation to the professor of record.

4. Action will be taken appropriate to the agency's Sexual Harassment Policy.

5. If an act of sexual harassment has been verified, the student will be removed from the field experience and a review of the student's suitability for continuance in the social work program will be conducted.

6. Alleged acts of sexual harassment by a Cedarville student will be reported to the Vice President for Student Life and will be handled in accordance with the applicable disciplinary procedures provided in the Cedarville University Student Handbook.

#### F. Nondiscrimination Policy

The social work program at Cedarville University maintains a policy of nondiscrimination based on age, class, color, culture, disability, ethnicity, immigration status, political ideology, race, and sex. This policy is consistent with policies of similar intent held by the university (see Cedarville University Student Handbook and Field Guide: Policies). Cedarville University reserves the right to discriminate on the basis of religion under Title VII of the Civil Rights Act of 1964.

#### G. Anti-Racism, Diversity, Equity, and Inclusion Policy (ADEI)

##### *Responsibility of the Social Work Faculty*

Social work faculty must work to assure that each graduate of the Cedarville University social work program is prepared to work with the range of human diversity that social work professionals invariably encounter in practice. Students will not graduate with a degree in social work unless they demonstrate a willingness and capability to engage and serve the needs of all people regardless of age, generational status, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, legal status, immigration status, marital status, political ideology, race, economic status, religion/spirituality, sex, sexual orientation and tribal sovereign status. Students are required to take several courses that have anti-racism, diversity, equity, and inclusion competence criteria as specific course objectives. The social work faculty must work to ensure that students are prepared to demonstrate cultural humility, anti-racism, diversity, equity, and inclusion in their professional practice at both the junior and

senior level field experiences. Field instructors work closely with the social work faculty to ensure that students demonstrate this competence in their practice.

#### *Responsibility of Social Work Students*

Students applying for admission to the social work program must commit themselves to actively engage in learning experiences that will help them become competent in providing professional services to diverse populations. Students must be willing to examine their personal backgrounds and world and life views with the goals of working through any barriers or conflicts and managing the influence of bias, power, privilege, and personal values that could interfere with providing effective services to all clientele. Students will not graduate with a degree in social work unless they demonstrate a willingness and capability to engage and serve the needs of all people.

#### *Responsibility of the Social Work Program*

The social work program will strive to provide students with a wide variety of opportunities to interact with diverse populations and experience cross-cultural relationships including sponsored alternative spring break trips, club activities, class guest speakers, workshop presenters, majors meetings, class projects, readings and assignments, summer trips and study abroad opportunities. In addition, field experience agencies for both the junior and senior years will be included in the field directory based on their ability to provide a diverse experience via interaction with agency staff (i.e., field instructors) and clienteles. The social work program diversity policy covers the recruitment of students and the hiring of faculty and staff within the confines of university policy.

#### H. Academic Credit

##### 1. *Life Experience*

The social work program does not give academic credit for life experiences or previous work experience, in whole or in part, in lieu of field experience or of courses in the professional foundation areas. The program does recognize the value of previous work and life experience in that it may increase a student's knowledge and ability. The program faculty will work with students to integrate this knowledge and ability into their course work and field experience.

##### 2. *Proficiency Exams* are not used by the program.

##### 3. *Transfer credit*

The Chair works with the Registrar's Office in evaluating transfer credit from other colleges and universities. The program will make every effort to make sure students do not repeat course content taken at other institutions accredited by the Council on social Work Education. Students must present a copy of the course syllabus, other course information, and a copy of the catalog.

I. Advising appointments with Faculty

All social work students will be assigned a social work faculty advisor. Advisors will meet with students a minimum of once a semester. Offices of the social work program are located in the Apple Technology Resource Center. Advising appointments with social work faculty may be made by emailing the professor. Advisors are to assist students with the selection of appropriate course work, assess student aptitude and motivation for social work, and suggest what field settings best meet their educational and career needs. At times, faculty members may request that students set up an appointment to see them. Professional preparation and responsibility include learning to make appointments. Students should take advantage of the opportunity to receive professional social work advisement and schedule appointments as needed with their advisors.

J. Professional Advisement

All students in the social work program receive professional advisement by the faculty of the program. **The student, however, is ultimately responsible for their own class schedule for graduation.**

Social work faculty help students evaluate themselves as they prepare for a social work career. This counseling process begins when a student first declares a major in social work. It continues as a student applies for admission to the social work program and throughout the student's educational process.

Social work faculty work with students in their selection of course work. During the Freshmen year, students complete a proposed 4-year plan for their education. Faculty use the plans to help students select their courses for each semester.

The curriculum sheet should be followed to insure proper sequencing of course work. Appointments with faculty advisors are made at the beginning of pre-registration. This time is also used to help the student evaluate their classroom/field experience learning. The faculty academic advisor also guides the student regarding preparation for a specific field of social work practice, including the choice of a field experience agency. The process for field experience agency selection is presented in the Field Guide available in Canvas.

The faculty advisor conducts an exit interview to advise the student about graduate school admissions and the job search process, as well as do a final audit of their application for graduation and transcript to make sure all requirements are met for graduation. The faculty advisor counsels students about opportunities for employment after graduation. A number of social work organizations contact the social work program with job openings. These positions are made known to graduating seniors and alumni. The program does not guarantee the securing of employment for its graduates but does actively seek opportunities for graduates to investigate.



K. Attendance

Students are expected to attend all classes, because each student’s presence and participation are part of the learning process. If an absence is unavoidable, the student should contact the professor before class. If the professor cannot be reached, the student should leave a message on voice mail or by e-mail. Student grades will reflect unexcused absences, and professors will drop the final grade by two points for each unexcused absence. Being tardy three times to class will count as one unexcused absence. If a student is late to class and a quiz is in process, the student may use the remaining time to attempt to complete the quiz. If the student arrives after the quiz has been taken (or is absent, but not excused the day of the quiz), they will **not** be allowed to take or make up the quiz.

L. Grading

The social work program has adopted a uniform grading scale. The current scale was developed with contributions from the students and the Advisory council. Each syllabus contains the following information.

The grading scale is as follows:

100-94=	A	87-85=	B	77-75=	C	68-66=	D
93-91=	A-	84-82=	B-	74-72=	C-	65-63=	D-
90-88=	B+	81-78=	C+	71-69=	D+	Below 63=	F

Academic dishonesty in any assignment will result in an F. Cheating on any quiz or exam will result in an F for the course. All instances of cheating will be reported to the Vice President for Academics and the Department Chair.

Late assignments immediately drop one (1) letter grade. Plans for late submissions must be discussed with the professor by the next class. Each successive class drops the grade of an assignment another letter grade until an “F” is received. At the next class, the “F” is recorded as a “0” from the scale of grades.

Professors expect students to be active participants in the learning process. An active participant is involved in the class to the extent that they actively listen, react to information, ask pertinent questions, show signs of understanding, share relevant insights, and contribute to the general learning of the class.

Professors also expect students to demonstrate the social work value of dignity and worth of a person by treating peers and professor with dignity and respect and interacting in a courteous manner. Students are expected to demonstrate the social work values of integrity and competence by completing their own work to the best of their ability. In general students are to demonstrate the same professional demeanor that is expected in field. Students will come to class on time and not leave mid-class (unless previously arranged). If students do not adhere to this protocol, professors will first give a verbal warning, second will ask them to leave the

classroom, having it count as an unexcused absence (-2 points from overall grade), and third refer them to the Department Chair for disciplinary action.

In addition to this information, the syllabus also contains information about the weight each assignment has on the final course grade. The full-time professor determines the weight of each assignment and develops the syllabus. When adjunct professors teach courses, the full-time faculty develop the syllabi.

#### M. Signature Assignments

In order to demonstrate social work competency, a student must earn a grade of at least 82% (B-) on signature assignments. If a student fails to earn a grade of 82% or higher, they will be required to re-do the assignment. The two grades will then be averaged together to determine the final grade for the assignment. Signature assignments are identified by all CAPS.

#### N. Academic Integrity

The Academic Integrity Pledge is a commitment to live with integrity in all areas of life including the classroom. All forms of academic dishonesty violate this pledge and could result in dismissal from this community. All instances of cheating will be reported to the Vice President for Academics and to the Department Chair.

##### Academic Integrity Pledge

With my pledge to affirm the Cedarville Covenant I attest that all work I submit is my own and is in accordance with the standards of the Academic Integrity policy. As a member of the community, **I will love God and others, live with integrity and pursue excellence in all that I do.**

#### O. Written Work

All papers must meet APA standards. If there are more than three errors on a page, it may be turned back to be redone.

The writing center, located in Tyler 104, offers competent guidance on all your writing in any stage of your writing process. That means you can visit the center as soon as you get your assignment to start brainstorming ideas. It also means you can visit as often as you want for feedback on the same paper. When you go to the writing center, be sure to **take your assignment and two hard copies of your paper** with you. After you and your consultant read the paper together, the tutor will suggest ways to build upon your strengths and improve your weaknesses. Expect to be actively involved in the conference. You might free write for five or ten minutes, do some outlining or revising, and even consult a manual. It is good to keep in mind that because of the writing center's mission, your tutor will *never* proofread or edit your writing for you. It is also good to keep in mind that *all* writers from *all* levels of proficiency benefit from the writing center's services, so even if you feel like you are "good" writer, you

will still improve your skills by working with the tutors. To learn how to make an appointment at the writing center, go to <https://www.cedarville.edu/offices/writing-center>.

P. Journal Writing

Since written reports are required in professional social work practice, all social work students must submit journals of their field experience to the social work program faculty. These journals help both the student and the program evaluate the student's learning process and stimulate improvement. Writing of journals in earlier semesters prepares students for writing process recordings, which are vital to social work practice. Journals from students assist the program in knowing what takes place during field experience.

Q. Social Media

Social work students are expected to adhere to professional social work values and ethical standards when interacting on social media or social networking sites. While social media creates exciting opportunities and is an effective communication tool, it can create serious challenges in the professional setting. Be cognizant of your professional self when using social media.

**Boundaries** between personal and professional matters can easily become blurred when using social media. Consequently, social work students must exercise caution in the use of social media technology. Students should not look up, "friend" or follow past or current clients. A polite way to decline is to emphasize agency policy and your professional obligation to protect the client's privacy.

**Students need to take steps to protect their personal safety and privacy.** Once information is shared, it does not disappear. Students must engage in the rigorous protection of privacy, remembering that social networks allow access of personal information to countless people, including clients, both in the present and the future. Practice the use of secure settings on all social media.

Clients are not restricted from searching online for information about a student or an employee. Photos, videos, written comments, and other postings can arm a client to test professional boundaries and competence. Moreover, such information could be used to jeopardize an individual's personal safety.

**Student interns must maintain the privacy of their clients.** The same rules regarding the privacy of clients and confidentiality of client information must be strictly adhered to in the realm of social media use. Students are expected to read, understand and abide by the NASW Code of Ethics regarding the use of technology to protect the welfare of clients. [Standards for Technology in Social Work Practice \(socialworkers.org\)](#) It is the student intern's responsibility to learn about their field agency's rules regarding social media. Discuss your agency's social media policy with your field instructor.

**Audio and visual conferencing for class requires awareness of your surroundings.** Ensure your surroundings are secure and clear from inappropriate observers and listeners. Further protect the university, clients, and your field agency by taking care not to share details that could possibly identify specific clients, agencies, or agency staff, such as names, locations, physical descriptions. Understand that any unethical use of technology may result in termination from the field setting and referral to the Department Chair.

It is important for social work students to remember that anything (comments, pictures videos, etc.) posted online is potentially accessible to anyone (clients, agency staff, field instructors, professors, and prospective employers), despite the use of security settings. It is in the profession's best interest for students to remember that social media sites are public domains and any and all information can potentially be accessed by anyone.

*(Adapted in part from Gallaudet University Department of Social Work Student Handbook)*

#### XIV. Requests for Information or Program Changes

Students are encouraged to address questions and comments about any matter to the student representatives of the Advisory Council. Students may also approach the Department Chair on curriculum matters or questions about any aspect of the social work program. The value of approaching the program through the student representative on curriculum or other issues in that student concerns will then be recognized as affecting more than few individuals and may be presented by the student representative in a more comprehensive way.

#### XV. Co-curricular Activities

##### A. Student Representative on the Advisory Council

###### *Representatives*

One member of the junior and senior classes serve on the Advisory Council each year. Program faculty will select the representative.

###### *Purposes*

The Advisory Council advises the social work program about concerns and related issues, department policies, and program development.

##### B. Epsilon Alpha Pi (Social Work Organization)

###### *Membership*

An active member shall be a social work major who has a desire to see the students of Cedarville University benefit from the efforts of the men and women of Epsilon Alpha Pi. They shall attend all regularly scheduled meetings, service projects, social activities, and professional growth seminars. They shall have a GPA of at least 2.5 and shall display Christian character.

*Purpose*

The purpose of Epsilon Alpha Pi shall be to promote professional development, political, and social awareness, and community outreach.

*Meetings and Activities*

Further information about Epsilon Alpha Pi meetings and activities are provided through communications to students from Epsilon Alpha Pi officers and the social work department office.

C. **Phi Alpha Honor Society (Epsilon Omega)**

*Membership*

An undergraduate student is eligible for active membership after achieving the following national minimum requirements and meeting local chapter requirements:

- declared social work as a major
- achieved junior status
- completed 12 semester hours of required social work courses
- achieved an overall GPA of 3.0
- and achieved a 3.25 GPA in required social work courses

Faculty members having an official connection with the social work curriculum may be granted membership upon invitation of the executive committee and approval of the chapter membership.

Honorary membership may be granted to professional social workers and others whose support of social work education and practice merit such recognition.

*Purpose*

The purposes of this chapter of Phi Alpha are as follows:

To recognize and promote scholastic achievement among students and faculty involved in the undergraduate or graduate social work program at Cedarville University.

To recognize, improve, and further the goals of social work in the community, state, nation, and world.

To stimulate interest in preparation for a career in social work.

To encourage continued study and research at the undergraduate level, the graduate level, and in professional practice.

To recognize those professional social workers and others whose service, contributions, and leadership are held in esteem.

*Meetings and Activities*

Chapter meetings shall be held a minimum of two times during the academic year.

#### D. Global Outreach (GO)

The Student Life Division Department of Christian Ministries is committed to providing students with ministry opportunities that reach beyond Cedarville University to the “uttermost parts of the world.” Through these experiences, not only are students spiritually enriched, they also gain valuable cross-cultural experience.

XVI. Social Work Department Organizational Chart

