

**COLLEGE OF  
ARTS & SCIENCES**

**BSW  
STUDENT  
HANDBOOK**



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Revised: July 2024

## **Welcome to the Andrews University School of Social Work**

Welcome to the Andrews University School of Social Work. We are delighted that you have chosen the BSW Program. As you attend Andrews University, we hope that you learn to love the unique profession of social work and find an exciting, diverse population that fits you and your personality.

This student handbook has been designed as the social work student's aid in understanding the program requirements, School of Social Work, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the BSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

The faculty and staff of the Andrews University School of Social Work are here to help, assist, and support you in your professional, spiritual, and personal growth while helping you define yourself as a social worker. We look forward to getting to know you and growing with you in this new chapter of your life.

Best wishes in this positive, enriching experience,



Curt VanderWaal, Ph.D., Chair  
School of Social Work

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# I. INTRODUCTION

## Purpose and Function of the Andrews University School of Social Work Student Handbook

The purpose of this document is to ensure that Andrews University Social Work BSW students are given consistent information during their time at Andrews University. This document is not intended to be a substitute for the college bulletin or the Andrews University Student Handbook, which are the primary sources of information that outline general working policies for the University, and which will be pertinent to your stay at Andrews. Please refer to The Student Handbook for information regarding ADA services for students with disabilities, the policy for a drug-free environment, and other relevant policies and resources. This **BSW Student Handbook** provides a means of distributing information that is issue-specific for social work students.

This handbook covers protocol, policies, and procedures that are specific to the School of Social Work and are intended to facilitate a smooth transition into and from the School. **As a student of the School of Social Work, it is imperative that you become acquainted with the contents of this document. You, the student, are responsible for knowing and abiding by all items contained herein.**

As you begin the BSW program in the School of Social Work, the Practicum Education Manual will be very beneficial to you, as it addresses specific issues related to your field practicum.

Throughout your time here at Andrews, there will inevitably be changes made to this and other documents. In the event that such changes are made, you will be made aware via your student academic advisor, faculty members, and/or by posted announcements. If you should have questions, comments, or suggestions, feel free to consult your faculty advisor, department staff, or program chairperson – they are always open to your feedback and/or input.

## **II. OVERVIEW OF ANDREWS UNIVERSITY SCHOOL OF SOCIAL WORK**

Focusing on individuals, groups, and entire populations from a strengths-based, holistic approach, the profession of social work pursues social justice and personal empowerment by drawing on human strength and individual faith experiences. Whether you want to work in the inner city, in the classroom, or around the world, the School of Social Work will prepare you with you with knowledge, values, and decision-making skills that may be used in a variety of settings and situations.

Our school's mission summarizes and energizes our efforts in the field of social work: Preparing individuals for excellence during a lifetime of professional service and Christian compassion in action. Rather than simply meeting minimal standards, we strive for excellence. We emphasize a lifetime learning partnership that prepares you for professional service in social work.

### **School Mission Statement**

The Andrews University School of Social Work, through excellence in teaching, research, and service, prepares students to be effective, knowledgeable, and qualified for practice in the twenty-first century. Graduates will enhance individual and community well-being, celebrate difference, and promote social and economic justice for vulnerable populations. As a Seventh-day Adventist Christian institution, we build and disseminate knowledge, values, and skills that positively impact the local and global communities; affirm faith by integrating Christian compassion in action within generalist social work practice; and change the world through enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.

### **School Motto**

The motto of Andrews University's School of Social Work is to prepare individuals for excellence during a lifetime of professional service and Christian compassion in action.

### **School Statement of Philosophy**

We, the faculty and students of the Andrews University School of Social Work, strive to be a community joined together in excellence, compassion and a desire to serve others. While each student is not required to hold the following beliefs, our school strives to affirm the following philosophy in classroom, field and interpersonal interactions:

### **We rejoice**

- In a personal, loving God who cares about all persons and gives us freedom of choice;
- In our capacity to be loving, joyful, spiritual human beings who were made in God's image;
- In our ability to live in healthy relationships with God and our fellow human beings;
- In the privilege of interacting in communities where we can demonstrate God's mercy, love and healing.

### **We affirm**

- That God loves all people, regardless of race, ethnicity, age, class, gender, sexual orientation, cultural background, religious belief, health status, ability, choice or action;
- The life and example of Jesus, who modeled a life of compassionate service to others and sought to end institutional and social oppression and improve the lives of others in the here and now;
- That all people possess strengths and are resilient and capable of love, respect and self-determination;
- The values of self-determination, individual worth and dignity and the importance of life.

### **We lament**

- The institutional and social pain which humans inflict on one another, whether rooted in power, religious intolerance or secular philosophy;
- The injustice and violence which pervade our communities and our world;
- The fear and selfishness expressed in racism, sexism, anti-Semitism, and homophobia which separate us from one another;
- The exploitation of the earth and its poor for economic gain;
- The ways in which those with power attempt to impose their beliefs and will on the powerless, whether because of religious or secular dogma, ignorance, ideology or personal gain;
- The ways we fail to demonstrate consistently God's message of peace, hope, impartial justice, holistic healing, and unconditional love for all communities and all others.

### **We urge**

- Faculty to model compassion, personal and professional boundaries, Christian servant leadership, excellence in teaching, community service and research;
- Staff to offer caring service and support in ways that empower students, faculty, and stakeholders to achieve the mission of the school;
- Students to carry forward the school's mission with professionalism, compassion, and dedication to preserve and heal all God's creation;

- The entire school of social work to demonstrate a commitment to excellence in practice, and maintaining a commitment to life-long learning.

## School Goals

- Prepare competent, ethical, Christian social workers who are committed to integrating their faith with their social work practice to deliver evidence-based, effective interventions to diverse client systems of various sizes, including clients in international settings.
- Prepare students who are committed to utilizing research-informed professional knowledge, values and skills to strengthen policy and practice effectiveness that will support and/or enhance the social and economic well-being of clients.
- Prepare students to apply effective critical thinking skills for problem-solving and promotion of social justice and human rights within a world of global diversity, difference, and oppressive forces that impact marginalized populations.
- Prepare students to identify and apply the content, context, and breadth of the human development and behavior experience within practice.

## Trauma Informed Acknowledgments

From the *Specialized Practice Curricular Guide for Trauma-Informed Social Work Practice*, part of the **CSWE 2022 EPAS Curricular Guide Resource Series**, as created by Fordham Graduate School of Social Service, **Andrews University's School of Social Work acknowledges the ensuing three statements:**

### **Trauma-informed social workers recognize the following:**

- **Trauma and traumatic experiences are inherently complex.** Trauma occurs in a broad context that includes individual's personal characteristics, life experiences, and current circumstances. Intrinsic and extrinsic factors influence individual's experience and appraisal of traumatic events; expectations regarding danger, protection, and safety; and the course of post-trauma adjustment.
- **Trauma recovery is possible but presents specific challenges.** Traumatic experiences often constitute a major violation of the expectations of the child, family, community, and society regarding the primary social roles and responsibilities of influential figures in the client's life. These life figures may include family members, teachers, peers, adult mentors, and agents of social institutions such as judges, police officers, health-care and behavioral health-care providers, and child welfare workers. Practitioners are aware of the need to contend with issues involving justice, legal redress, and protection



against further harm. In addition, working with trauma-exposed clients can evoke distress in providers that makes it more difficult for them to provide good care. Proper professional development and self-care are important parts of providing high-quality care and of sustaining personal and professional resources and capacities over time (national Child Trauma Stress Network, 2012).

- **Trauma informs organizational practice.**

Whether or not it is recognized, trauma shapes the organizational culture of all service-providing systems. Competent social work organizational practice reflects the U.S. Substance Abuse and mental Health Services Administration (SAMHSA, 2014) statement that “trauma-informed organizations, programs, and services are based on an understanding of the vulnerabilities or triggers of trauma survivors that traditional service delivery approaches may exacerbate, so that these services and programs can be more supportive and avoid re-traumatization.” Trauma-informed systems also consider the profound impact that working with and caring for traumatized clients can have on workers and caregivers and provide support to mitigate these effects.

In addition, as a Christian institution, Andrews University School of Social Work also believes in the inherent worth of each human being as each person is created in the image of God. As such, we recognize that in order to provide a holistic framework of care, spirituality is a necessary facet. It is through the lens of one’s spirituality that individual and collective life experiences are viewed, and it is how meaning is discovered and created within these experiences. Trauma can significantly affect one’s sense of self and relationship with God. Examining how trauma impacts the spiritual self is part of holistic assessment of the human experience and can allow one to walk more fully in complete personhood as intended by the Creator.

## **Trauma Informed School of Social Work**

We commit that the **School of Social Work at Andrews University** will function as a **Trauma-Informed** organization constructed on the definition from *The Institute on Trauma and Trauma-Informed Care’s Trauma-Informed Organizational Change Manual* based out of the University at Buffalo School of Social Work (<http://socialwork.buffalo.edu/ittic>).

The definition states:

A **TRAUMA-INFORMED organization** is aware of the prevalence and impact of trauma and engages in universal precaution for re-traumatization by anchoring in the five guiding values and principles.

*The Five Guiding Values and Principles* by Harris and Falot (2001) provide a general framework for an organization.

**Safety** includes physical and emotional safety of all individuals in the organization or system

**Trustworthiness** provides clear information, respectful and professional boundaries, consistency, confidentiality and focus on follow-through.

**Choice** is focusing on all individuals having a voice.

**Collaboration** in planning, evaluating and creating changes conveying that individuals are the experts in their own lives.

**Empowerment** recognizing strengths, validation, affirmation, strength-based language and is focused on solutions rather than problems.

### III. Academic Information

#### BSW CURRICULUM

##### BSW Liberal Arts Curriculum

As our program developed its mission and goals, we worked to make them consistent with generalist practice, as well as with the core competencies that define generalist practice. Our school mission statement explicitly mentions generalist practice as the practice model we use to develop undergraduate social work students. The following sections first identify a generalist practice characteristic, then connect it to our mission and to a specific program goal. Throughout the discussion, we identify, using Educational Policy numbers, the core competency that links to that program goal to the generalist practice characteristic.

*Liberal Arts.* Educational Policy, Section 3 (EP B3.1) first states that “*Generalist practice is grounded in the liberal arts...*” Our program is housed within the larger College of Arts and Sciences, whose mission statement is (in part) “*To empower students for academic, professional, and service excellence in the liberal arts...*” (*emphasis added*). The liberal arts emphasis is most heavily incorporated in the first two years of a BSW student’s

matriculation through our program, when a student is expected to complete all the liberal arts requirements for professional programs at Andrews University. Transfer students into our program must demonstrate equivalent coursework from other accredited colleges or universities in order to meet all liberal arts requirements. We believe that a liberal arts perspective first connects to our mission in that such a broad-based approach “*prepares students to be effective, knowledgeable, and qualified for practice in the 21<sup>st</sup> century.*” We believe that liberal arts courses in the areas of language/communication, history, fine arts, humanities, science, mathematics, social sciences, fitness, and religion all serve to broaden, enrich, and provide the foundational knowledge and context necessary for students to be knowledgeable and effective in social work practice.

We believe that the liberal arts courses that students take help to develop critical thinking and problem-solving skills that are necessary for generalist social workers to successfully function in 21<sup>st</sup> century social work practice. Table 1 describes the liberal arts requirements for professional programs at Andrews University.

As a supplement to the general education courses listed in Table 1, all students must take the following cognate courses (required by our school but taught in other departments) to augment the general education requirements or to strengthen students’ foundation knowledge for undergraduate social work courses: PSYC101, Introduction to Psychology; SOCI119, Principles of Sociology; BIOL100, Human Biology; PLSC104, American Government; ECON208, Principles of Economics or ECON225, Macroeconomics; STAT285, Elementary Statistics. Students are also required to choose 4 credits of social work electives, in consultation with their advisor.

Past experience strengthens all BSW/MSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Each BSW course syllabus contains Liberal Arts Links that identify connections between Liberal Arts requirements and BSW courses. Please refer to individual syllabi for these listings.

### **School Competencies**

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice
4. Engage in practice-informed research and research-informed practice .
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities .
10. Demonstrate a christian social work perspective.
11. Apply trauma-informed perspectives when assessing and intervening in practice with individuals, families, and groups.

## **CHILD WELFARE CERTIFICATE**

BSW students are able to receive a Child Welfare Certificate after completion of the requirements. Requirements include completing SOWK 410 Children and Families at Risk, SOWK 440 Assessment and Treatment of Victims of Violence, they would also complete an elective course relevant to child welfare practice. Students must complete their 400 hour internship in a Department of Human Services Child Welfare area such as Child Protective Services or Foster Care. Students interested in the Child Welfare Certificate should consult with their advisor and BSW Program Director to outline their plan in order to assure needed requirement completion.

Table 2 illustrates the convergence between school competencies and practice behaviors. We view practice behaviors as the operationalization of the competencies we have chosen.

# Table 1 – Andrews University Liberal Arts Requirements

## ACE for Bachelor's Degrees Updated 2021

Learning Categories/ACE Core Experience Courses	Credits	Learning Outcomes/Descriptors
Foundations	18	<i>Study of essential ways of living, thinking, and communicating--typically taken in the first year</i>
Wellness HLED 135 Wellbeing 360 (3)		Skill: Wellness (Outcome 1)
Mathematics MATH 145 Mathematics for the (Mis)Information Age (3)* or a higher-level MATH course		Skill: Quantitative Literacy (Outcome 1) Core Field (Outcome 2)
Communication • COMM 104 Communication Skills (3) • ENGL 115 College Writing I (3) OR ENGL 117 College Writing I: Writing Across Cultures (3) • ENGL 215 College Writing II (3)		Skills: Communication (oral) (Outcome 1) Communication (written) (Outcome 1) Information Literacy (Outcome 1)
Faith Foundation RELT 100 God and Human Life (3) OR RELB 210 Jesus in His Time and Ours (3)		Affirm Faith (Outcome 3)
Faith	9	<i>Study of God and God's connection to the human experience through revelation</i>
Breadth or depth Additional 9 credits from RELB, RELG, RELP, or RELT		Affirm Faith (Outcome 3)
Arts & Humanities	9	<i>Study of human experience through analysis of human artifacts and participation in the arts</i>
History HIST 110 Worldviews, Cultures and Gods (3)		Skill: Engaging Diverse Perspectives (Outcome 1) Core Field (Outcome 2)
Theory—One or two courses from: • ARTH 220 Language of Art (3) • ENGL 255 Studies in Literature (3) • MUHL 214 Enjoyment of Music (3) • MUHL 250 Music to Change the World (3) • PHIL 224 Introduction to Philosophy (3) Experience—If only one theory course, remaining credits from: • Studio Art • Ensemble • Applied Music • Elementary or Intermediate Modern Language • INEN 221 Introduction to Innovation & Entrepreneurship		Skills: Analytical Inquiry (creative thinking) (Outcome 1) Engaging Diverse Perspectives (Outcome 1) Core Fields (Outcome 2)
Scientific Inquiry	7	<i>Study of natural world and social phenomena with the scientific method</i>
Social Science • ANTH 200 Cultural Anthropology (3) • BHSC 225 Global Social Issues (3) • ECON 208 Principles of Economics (3) • GBST 101 Introduction to Global Studies (3) • PLSC 104 American Government (3) • PSYC 101 Introduction to Psychology (3) • SOCI 119 Principles of Sociology (3)		Skill: Engaging Diverse Perspectives (Outcome 1) Core Field (Outcome 2)

Natural Sciences <ul style="list-style-type: none"> <li>• BIOL 100 Human Biology (4)</li> <li>• BIOL 110 Principles of Biology (4)</li> <li>• CHEM 100 Consumer Chemistry (4)</li> <li>• PHYS 110 Astronomy (4)</li> </ul>		Skill: Analytical Inquiry (problem solving) (Outcome 1) Core Field (Outcome 2)
Total Semester Credits	43	

Outcomes:

1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
2. Pursue enduring questions through study in core fields and explore the connections between those fields.
3. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

## Table 2- School Competencies & Practice Behaviors

### BSW, Foundation & Advanced Years

The Bachelor of Social Work (BSW) and Masters of Social Work (MSW) foundation year goals reflect the content as outlined in the Educational Policy and Accreditation Standards. They demonstrate the inclusion of all BSW and MSW EPAS competencies and practice behaviors of social work and are consistent with the School mission. Students must successfully demonstrate these practice behaviors by graduation with a BSW degree or at the end of their first (foundation) year.

<b>SCHOOL COMPETENCIES</b>	<b>PRACTICE BEHAVIORS</b>	<b>Cognitive &amp; Affective Processes (*)</b>
<b>1. Demonstrate Ethical and Professional Behavior</b>	1a. 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.	CT, EJ
	1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication	AR
	1c. Use technology ethically and appropriately to facilitate practice outcomes.	EJ
	1d. Use supervision and consultation to guide professional judgment and behavior.	CT, EJ
	1e. Use supervision and consultation to guide professional judgment and behavior.	CT, EJ
<b>1. Apply advanced ethical reasoning and behavior in</b>	1f(A). Apply strategies of ethical reasoning to arrive at principled decisions.	CT, EJ
	1g(A). Recognize and manage personal values using the Assessment of Student Professionalism (ASP) document to guide advanced practice.	AR, EJ

<b>SCHOOL COMPETENCIES</b>	<b>PRACTICE BEHAVIORS</b>	<b>Cognitive &amp; Affective Processes (*)</b>
<i>professional practice</i>		
<b>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	2a. Advocate for human rights at the individual, family, group, organizational, and community system levels.	CT, AR, EJ
	2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	EJ
<b>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	2c(A). Promote national and international policies that advance human rights; promote social, economic, and environmental justice; and, reduce oppression and discrimination.	CT, EJ
	2d(A). Utilize community-organizing and coalition-building skills to promote social, economic, and environmental justice.	CT, EJ
<b>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</b>	3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level.	CT, AR
	3b. Demonstrate cultural humility by 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.	CT, AR, EJ
<b>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</b>	3c(A). Demonstrate sufficient self-awareness to mitigate the influence of personal biases, power, privilege, and values in working with diverse groups, while continually improving practice and deepening cultural humility through critical reflection, self-awareness, and self-regulation.	CT, EJ
	3d(A). Utilize community-organizing and coalition-building skills to promote social, economic, and environmental justice.	CT, EJ
<b>4. Engage in Practice-informed Research and Research-informed Practice</b>	4a. Apply research findings to inform and improve practice, policy, and programs.	CT EJ
	4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	CT, AR, EJ
	4c. Use and translate research evidence to inform and improve practice and policy.	CT, EJ
<b>4. Engage in advanced research-informed</b>	4d(A). Conduct advanced micro practice evaluation.	CR, EJ
	4e(A). Conduct advanced macro practice evaluation.	CT, AR, EJ

<b>SCHOOL COMPETENCIES</b>	<b>PRACTICE BEHAVIORS</b>	<b>Cognitive &amp; Affective Processes (*)</b>
<i>practice and micro and macro practice evaluation</i>		
<b>5. Engage in Policy Practice</b>	5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	CT
	5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	CT, EJ
<b>5. Demonstrate policy practice across advanced practice settings</b>	5c(A). Collaborate with colleagues, clients, and organizations for effective policy action.	CT, AR, EJ
	5d(A). Conduct advanced policy analysis and promote solutions that enhance social well-being.	CT, EJ
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>	6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	CT, EJ
	6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	AR, EJ
<b>6. Engage with individuals, families, groups, organizations, and communities across advanced practice settings</b>	6c(A). Demonstrate rapport-building skills in advanced practice settings.	CT, AR, EJ
<b>7. Assess Individuals, Families, Groups, and Communities</b>	7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	CT, EJ
	7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	CT, EJ
<b>7. Apply advanced assessment and planning with individuals, families, groups,</b>	7c(A). Conduct advanced assessments using DSM-5, Person-in-Environment (PIE), and/or strengths approaches.	CT, EJ
	7d(A). Apply differential diagnosis criteria in assessing clients.	CT, EJ



<b>SCHOOL COMPETENCIES</b>	<b>PRACTICE BEHAVIORS</b>	<b>Cognitive &amp; Affective Processes (*)</b>
<b>organizations and communities</b>		
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	CT, EJ
	8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	CT, EJ
<b>8. Use advanced evidence-based interventions with individuals, families, groups, organizations, and communities</b>	8c(A). Demonstrate advanced micro and/or macro planning skills.	CT, EJ
	8d(A). Conduct cognitive-behavioral therapy.	CT, EJ
	8e(A). Demonstrate supervision skills.	CT, AR, EJ
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	9a. Select and use culturally responsive methods for evaluation of outcomes	CT, EJ
	9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	CT, EJ
<b>9. Evaluate practice with individuals, families, groups, organizations, and communities across advanced practice settings</b>	9c(A). Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	CT, EJ
	9d(A). Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	CT, EJ
<b>10. Demonstrate a Christian Social Work Perspective</b>	10a. Demonstrate respect for clients' spiritual paths.	AR, EJ
	10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.	CT, EJ
<b>10. Appropriately engage clients using a Christian social work perspective across</b>	10c(A). Demonstrate integration of faith in practice settings.	CT, EJ

<b>SCHOOL COMPETENCIES</b>	<b>PRACTICE BEHAVIORS</b>	<b>Cognitive &amp; Affective Processes (*)</b>
<b>advanced practice settings</b>		
<b>11. Apply trauma- informed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.</b>	<b>11a.</b> Explain the bio-psycho-social and cultural factors related to trauma.	(CT, EJ)
	<b>11b.</b> Demonstrate an understanding of historical trauma on a client's ability to survive and thrive in their environment.	(CT, EJ)
	<b>11c</b> Apply ethical and culturally sensitive trauma-informed perspectives with disadvantaged, marginalized groups and communities.	(CT, EJ)
	<b>11d</b> Conduct micro, mezzo and macro trauma informed assessments and interventions.	(CT,EJ)
	<b>11e</b> Utilize self-care strategies that support resiliency to address the impact of secondary trauma and vicarious traumatization.	(CT, AR, EJ)
	<b>11f</b> Engage in self-reflection, supervision and/or counseling to address personal trauma history and self-regulation strategies.	(CT, AR, EJ)
<b>11. Apply trauma- informed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.</b>	<b>11g(A)</b> Demonstrate micro level trauma informed therapeutic interventions with individuals, groups, organizations and/or communities.	(CT, EJ)

(\*) CT = Critical Thinking

AR = Affective Reactions

EJ = Exercise of Judgment

The School's curriculum design is based on Andrews University's historical commitment to a thorough liberal arts perspective, the institutional mission of service, and the School of Social Work's goals and competencies that are grounded in the professional foundation outlined in the CSWE 2022 Educational Policy and Accreditation Standards. Students are required to complete between 54 and 60 hours of course work to meet the general education requirements. These requirements include courses in Religion, Language/Communication,

Art/Humanities, Life/Physical Sciences, Mathematics, Computer Literacy, Social Sciences, Wellness and Service. The BSW curriculum provides a sequential learning experience for students that incorporates the knowledge, values, and skills requisite for entry-level professionals.

## **General Education and the Liberal Arts Perspective**

It is critical for the generalist social worker to acquire skills needed to think holistically, and to engage in the complex dynamics of person and environment interactions. Students are expected to approach planned change through an appropriate integrated planned change strategy (i.e. assessment, intervention, evaluation, etc.), problem solving skills, and an emphasis on the strengths perspective. Students acquire the knowledge and skills needed to be effective entry-level practitioners through systematic growth in the General Education and liberal arts curriculum, which provide students with the foundational tools for critical thinking, interdisciplinary learning, collaborative problem-solving, positive intellectual values, tolerance and appreciation for diversity, and proficient communication. Students are informed of the importance of the General Education curriculum during required noncredit training in college success seminars, and its relationship to the social work curriculum in the SOWK100 Introduction to Social Work course. The importance of the General Education curriculum is also described in the Andrews University 2024-25 *Bulletin*:

## **Philosophy of General Education**

The rapid expansion of knowledge in a global community requires those who would be truly educated citizens to adopt a philosophy of lifelong learning. One must engage the mind in the study of many fields, from the fine arts and humanities to the empirical, quantitative, and social sciences. This broad encounter with the varied perspectives of the liberal arts tradition forms the domain of General Education.

Transmitting this foundational heritage—along with an appropriate level of knowledge and skills—is the essential purpose of the Andrews Core Experience at Andrews University.

The Andrews Core Experience (ACE) seeks to prepare graduates who possess the knowledge, ethical values, interests, abilities, communication competence, quantitative skills, and analytical thinking for both leadership and service, so that they may contribute effectively to their homes, work places, communities, and churches.

Anchored in key 100-level courses, the first-year ACE curriculum provides an introduction to academia and a balanced university life, further development of essential academic skills, and a sense of belonging to the Andrews University community. [Andrews Core Experience \(General Education\) Program - Andrews University - Modern Campus Catalog™](#)

## Andrews Core Experience Learning Outcomes

The Andrews Core Experience addresses the following [Andrews University Undergraduate Institutional Outcomes](#):

1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.

Skills for *undergraduate* students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.

2. Pursue enduring questions through study in core fields and explore the connections between those fields.

3. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.

Students must take these General Education courses not only as a graduation requirement, but also in order to prepare for the required social work courses which build on the knowledge and skills acquired through the successful completion of these General Education courses. Table 3 provides an overall review of the general education curriculum and its links to the Social Work curriculum.

**Table 3 – General Education curriculum and its link to the social work curriculum**

Liberal Arts Foundation	General Education Courses	Knowledge and/Skill Acquired	Link With Generalist Social Work Curriculum
Wellness	HELD135 – Wellbeing360	Healthful Living and Wellness	Guide for healthful living (nutrition, exercise, health maintenance) within various client systems. Personal self-care of the social worker
Life/Physical Sciences	BIOL100 Human Biology	Human Biology (knowledge of the human body)	Base knowledge for HBSE courses (SOWK 331,332)
Fine Arts/ Humanities	<b>Humanities:</b> PHIL224 Intro to Philosophy	Critical Thinking  Aids in understanding music and art appreciation of various	Critical Thinking – all social work courses; Theoretical development

Liberal Arts Foundation	General Education Courses	Knowledge and/Skill Acquired	Link With Generalist Social Work Curriculum
	<p>A Literature Course</p> <p><b>Music:</b></p> <p>MUHL214 Enjoyment of Music, One year of Ensemble, Applied Music</p> <p><b>Visual Arts:</b></p> <p>ARTH220 Language of Art</p> <p>PHTO210 History of Photography</p> <p>A Course in Studio Art</p>	<p>groups, critical thinking and analysis of information, knowledge building, appreciation of values from other cultures (diversity)</p>	<p>Understanding of how music and art contribute to the individual, group, and societal values, greater appreciation of diversity, appreciation of values from other cultural or ethnic groups. Links to practice courses (SOWK 320, Introduction to Counseling Skills; SOWK 401 &amp; 402, Foundations of Practice I &amp; II) and SOWK 315 Values, Ethics, &amp; Diversity.</p> <p>Personal self-care of the social worker.</p>
Languages/ Communication	<p>ENGL115 and 215 English Composition I and II</p> <p>COMM104 Communication Skills</p>	<p>Competency in reading and writing skills</p> <p>Oral presentation skills</p>	<p>Communication skills, interaction with clients and administrative systems both verbally and in writing. APA style. Documentation of progress notes in SOWK401 &amp; 402 courses. Writing skills in all social work courses.</p>
Mathematics	STAT285 Statistics	Critical Thinking	Critical Thinking, basis for research and statistics. Links with SOWK466 (Social Work Research)
Religion	Religion Courses (one course for each year in residence)	Spiritual reflection & development	Christian social work practice. Links with all social work courses, as spirituality is infused throughout the curriculum.
Social Sciences	<p>ECON208 Principles of Economics or ECON225 Macroeconomics,</p> <p>plus either</p> <p>ANTH200 Cultural Anthropology,</p> <p>PLSC104 – American Government</p>	<p>Studying people and their interactions. Includes diverse social, psychological concepts within humanity, political structure, policy development, also aids in theory development and application of theories</p>	<p>Foundational knowledge needed for generalist practice with diverse populations and foundational knowledge of the political system and policy development. Links with HBSE (SOWK331, 332), diversity (SOWK 315) and social welfare &amp; social work policy (Social Welfare Institutions, SOWK 325; Social Policy, SOWK 350) course.</p>
History	HIST 110, Worldviews, Cultures and Gods; 117,	Studying the development of people groups over time to see	Foundational knowledge needed for generalist practice with diverse populations.

Liberal Arts Foundation	General Education Courses	Knowledge and/Skill Acquired	Link With Generalist Social Work Curriculum
	118 Civilization and Ideas I and II	how civilization has arrived at its present state	Links with diversity course (SOWK315), social welfare (SOWK 325), and social policy (SOWK 350) courses.

## Social Work Curriculum Summary

The social work curriculum has been designed to ensure that a structured framework for the pedagogical development of social work practice behaviors occurs. The process begins with foundational content (i.e., SOWK100 Introduction to Social Work) and culminates with the practice courses taught in conjunction with the field practicum experience (SOWK435) and the student portfolio (SOWK489). This process enables students to possess a coherent, integrated development of social work knowledge, values, and skills. The following section provides a more detailed analysis of the coherent and integrated class and field curriculum.

## Required Social Work Course Curriculum Overview

Students are required to complete social work courses that address the School’s mission, goals, and competencies. Students are introduced to the profession and the social welfare structure in SOWK100, Introduction to Social Work.

Human Behavior & the Social Environment. Understanding human development and the environment are addressed in a two-course HBSE series (SOWK331, 332). These courses provide content on human development across the entire life cycle, and the effects of the environment on behavior, as well as on environmental factors, oppression and other factors that affect at-risk populations across the life span. In keeping with the person-in-environment emphasis, instructors present empirically-derived knowledge of bio-psycho-social-spiritual- cultural dynamics and diverse theories of systems, human growth, development, and behavior. Our emphasis on a strengths perspective provides the rationale for resilience of individuals, families, groups, organizations, faith communities, and communities nationally and globally. Students explore the ways social systems help or hinder people in maintaining or achieving health and well-being. The HBSE courses also give students a foundation in social work theory that informs practice principles in later courses. This information is augmented by SOWK215 Diversity, Values and Ethics, which explores issues of oppression for people of color, women, persons of diverse sexual orientation, and other vulnerable populations.

Welfare Policy. In order to meet the School's goals and objectives relating to welfare policy, students complete two courses in the welfare policy sequence, which include SOWK325 Social Welfare Institutions and Services and SOWK350 Social Policy. These courses provide the historical development of the social welfare structure and a framework for policy analysis. Students gain insight into the impact of social policy on clients, agencies and practice. In SOWK325, students analyze the societal and global factors that determine how social welfare services have been and are currently being delivered. In SOWK350, students learn about the dynamic role that policy plays in their lives as responsible citizens and advocates for disenfranchised persons and groups. Students explore the historical influences on social welfare development and gain an understanding of social policies. They analyze and apply the results of policy research relevant to social service delivery. Our students demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values. Additionally, they identify financial, organizational, administrative, and planning processes required to deliver social services. BSW students practice basic advocacy skills for promoting nondiscriminatory social and economic systems. These courses build on several liberal arts courses related to history and political science.

Social Work Practice. Requirements for meeting the goals of the practice sequence are met within five courses: SOWK320 Introduction to Counseling Skills, SOWK401 and 402 Foundations of Practice I and II, and SOWK435 Practicum Instruction. SOWK320 first trains students in basic interviewing skills such as rapport building, empathy, and questioning. Next, SOWK401, Foundations of Practice I, presents the basics of intervention with special emphasis on addressing individual client systems and basic intervention skills using the Generalist Intervention Model (GIM). Students are also introduced to the GIM model with communities, allowing them to begin their community intervention project during Fall Semester so they have enough time to complete their intervention by the end of Spring Semester. Students are also trained in the skills of case management and crisis intervention. SOWK402, Foundations of Practice II, trains students to assess, plan, and implement interventions with families, groups, organizations, and communities. This course sequence integrates GIM skills within a value-defined, problem-solving, strengths-based, and person-in-environment perspective that incorporates multi-modality interventions. Students are exposed to working inter-professionally with diverse client systems and settings. They learn generalist skills that include engaging clients in an appropriate working relationship; identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. This content also emphasizes communication skills, use of supervision, and consultation. Additionally, practice content includes identifying, analyzing, and implementing empirically-based interventions designed to achieve client goals; applying empirical knowledge; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for

policies and services; and promoting social and economic justice. The curriculum also offers a variety of elective courses that enhance the skills taught in the required practice courses. The liberal arts courses in social sciences provide the framework for these practice courses.

Diversity. In addition to the general exposure to issues of diversity embedded throughout the social work curriculum, the School has designated a specific course that explores the differences that exist among individuals and groups, SOWK215 Diversity, Values and Ethics. This course is designed to provide students with an understanding of, and respect for, human diversity as well as the knowledge and skills to be able to work effectively with diverse population groups. Faculty integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. Our approach also emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services are culturally relevant and meet the needs of groups served. We educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Issues of diversity covered within this course include class, color, culture, ethnicity, gender, gender identity, immigration status, political ideology, race, religion, sex, sexual orientation, and privilege, power and acclaim. The liberal arts courses in social sciences, history, and literature provide the foundational knowledge for this course.

Ethics & Values. While ethics and values are infused throughout the curriculum, the School offers a specialized course in resolving ethical dilemmas, SOWK215 Diversity, Values and Ethics. Based in large part on the National Association of Social Workers' Code of Ethics, this course gives students the opportunity to assess critically their personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas that affect practice, services, and clients. Because our BSW program operates from a Christian perspective, faculty are committed to teaching and operationalizing the values and ethics derived from this tradition. As described in our departmental philosophy, however, we do not impose this perspective on either clients or students who do not share this faith tradition. The course specifically focuses on this content and offers students the opportunity to address and resolve a number of diverse value dilemmas. Students are also challenged to understand and analyze these dilemmas from perspectives outside of the Christian tradition.

Research. To assure student knowledge, values and skills as researchers, the School requires two research courses. One course, STAT285 Statistics, is taught in the Mathematics Department. This course provides students with basic concepts of statistical analysis. SOWK 461 and SOWK 462, Social Work Research, provides students with a broad range of research tools to prepare them to evaluate their own practice in their field experience, to provide high-quality, evidence-based services; to initiate change; to improve practice, policy, and social service delivery; and to assess intelligently both quantitative and qualitative research studies.



Practicum Education. Practicum education is an integral and capstone component of the BSW program. The practicum provides an opportunity for skill development and application in an agency setting. In SOWK435, Practicum Instruction, students are expected to complete 400 clock hours under the supervision of an experienced practitioner. Application of the Generalist Intervention Model (GIM) is a crucial aspect of the practicum. Students gain heightened awareness of the impact of policy on service delivery and an increased sensitivity to issues confronting vulnerable population groups. Additional classroom instruction helps students bridge theory with practice and provides a classroom-based forum for discussing issues that emerge in their practicum settings.

Social and Economic Justice. The School believes that social and economic justice are critical components of human well-being. Our program adopts the value-added Biblical tradition for fostering equity by "removing the chains of injustice." Content on social and economic justice is taught theoretically and applied in our generalist policy and practice classes, as well as in the ethics and diversity class. The latter course teaches BSW students to identify ways that group membership influences access to resources, and exposes them to the dynamics of risk factors and to responsive and productive strategies for redressing them. We present and integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. As a means of helping students understand the scope of human behavior and the effects of oppression and discrimination, the School is committed to the inclusion of social and economic justice knowledge and skills for generalist social workers throughout the social work curriculum. This enables students to learn how they can improve the environmental context within varying client systems, and empower them with knowledge and skills necessary to bring about positive social and economic justice change.

## **Table 4 – 4 Year BSW Curriculum Plan**

Table 4 illustrates the four-year plan that students entering the BSW program are encouraged to follow. The plan recognizes that sometimes courses are not available when students would like to take them, or factors such as time schedules and course availability make this planning process dynamic rather than static.

**BACHELOR OF SOCIAL WORK**  
**Graduation Checklist**

**Freshman Year**

<b>Fall</b>		<b>Spring</b>			
___	BIOL100 Human Biology	4	___	COMM104 Communication Skills	3
___	HIST Any History course	3	___	SOCI119 Principles of Sociology	3
___	ENGL115 College Writing I	3	___	RELT100 God & Human Life	3
___	HLED135 Wellbeing 360	3	___	SOWK100 Intro to Social Work	3
___	PSYC101 Intro to Psychology	3	___	ENGL215 College Writing II	3
		<u>16</u>			<u>15</u>

**Sophomore Year**

<b>Fall</b>		<b>Spring</b>			
___	SOWK215* Diversity, Values, & Ethics	3	___	SOWK320* Intro to Counseling Skills	3
___	SOWK220* Critical Thinking	2	___	STAT285 Statistics	3
___	SOWK325 Social Welfare Institutions	3	___	RELB, RELG, RELT (Religion course)	3
___	Electives	4	___	PLSC104 American Government + Social Work Elective	3 2
___	ECON225 Macroeconomics <b>or</b>		___	SOWK347 Understanding Trauma	<u>2</u>
___	ECON208 Princ. of Econ. (Spring)	<u>3</u>	___		<u>16</u>
		<u>15</u>			

**Junior Year**

<b>Fall</b>		<b>Spring</b>			
___	RELB, RELG, RELT (Religion course)	3	___	SOWK350* Social Policy	3
___	SOWK331 Human Beh. Soc. Env. Pt. I	2	___	SOWK Social Work Electives	2
___	Arts/Humanities Gen Ed □	3	___	SOWK332 Hum. Beh. Soc. Env. Pt. II	2
___	Electives	6	___	Elective	1
			___	Arts/Humanities Gen Ed □	3
			___	Social Science ~	<u>3</u>
		<u>14</u>			<u>14</u>

**Senior Year**

<b>Fall</b>		<b>Spring</b>			
___	SOWK401* Foundations of Practice I	4	___	SOWK402* Foundations of Practice II	4
___	SOWK435 Field Instruction	2	___	RELB, RELG, RELT (Religion course)	3
___	SOWK489* Generalist Prof Sem	.5	___	SOWK435 Field Instruction	3
___	SOWK461* Social Work Research I	2	___	SOWK489* Generalist Prof. Sem.	.5
___	Electives	6	___	SOWK462* Social Work Research II	2
			___	Electives	<u>3</u>
		<u>14.5</u>			<u>15.5</u>

Total Electives required: 24. Minimum (at least 4 must be upper division social work) Total Credits 120 Minimum

- Choose one: ARTH220 Language of Art; ENGL255 Studies in Literature; PHIL224 Intro to Philosophy;
- MUHL214 Enjoyment of Music; PHTO210 History of Photography; Studio Art/Ensemble Music; PHOTO115 Intro to Photography. (Personal music lessons do not count toward this credit).
- † BIOL208 or FDNT230 is recommended.

- ~ Choose one: Social Science: ANTH 200 Cultural Anthropology; BHSC 225 Global Social Issues; PSYC 465 Physiological Psychology; SOCI 430 Gender Roles in Contemporary Society;
- \* Offered this semester only.
- + Might be offered in the fall only.
- Revised 7/2024

## IV. SCHOOL POLICIES

### School Communication

The School of Social Work does the majority of its outside communication through the Andrews E mail system. The student is responsible to receive messages sent by the school of social work. All students must have an Andrews E mail account which is obtained through ITS (Information Technology Services). Once you have an Andrews's account messages can be forwarded from your AU (Andrews University) account into an account of your choice. The "path to forward your messages is as follows: Andrews homepage ([www.andrews.edu](http://www.andrews.edu)) – current students – technology – computing user services – under heading of password / mail forwarding click mail forwarding management (it knows your Andrews account) click other and type in your "other" E mail address.

It is recommended that each student check their E-mail account throughout the week and before classes on Monday for the most up-to-date information. **All students are responsible for information sent through the Andrews E-mail system.**

If you are having problems with your E-mail account contact ITS (Information Technology Services) at ext. 3455.

### 1. General Operational Policies

1.2 The office manager's computer is not for student use.

1.3 A limited number of computers are available in the GA Research Lab.

1.4 Printing to school printers (including those in the GA research lab) is not available to students. If students wish to print, they should go to a computer lab (located in Bell Hall, Chan Shun Hall, and the Library, at a fee charged directly to student's account).

1.5 Students should check their Andrews e-mail account regularly to look for school communication. To access your e-mail account, go to <https://secure.andrews.edu/squirrelmail/src/login.php>.

1.6 Students with children need to find childcare arrangements prior to class time. Since classes meet only once a week it is especially important that you be in attendance. Should a childcare emergency arise, please contact your instructor as soon as possible to discuss options. Leaving your children in the school or lounge area during class time is not appropriate childcare.

1.7 If you are unable to reach school personnel by phone, you may leave a message. Please clearly state your name and phone number so that we can get in touch with you.

1.8 At the beginning of the school year, all students should give the office manager updated contact information so that faculty will be able to get in touch with you as needed. Should your address or phone number change, it is your responsibility to inform the school.

1.9 The student lounge will be available every day until 5:00 p.m., except on Mondays, when it will be open later. Please keep this area clean, since you share it with other students. Food may be stored in the refrigerator, but please clearly label your items and remove them by the end of the week. Items left in the refrigerator will be removed Monday morning.

1.10 Please recycle. Use blue recycle bins for duplicating paper only.

## 2. General School Policies

### 2.1 Language Requirements Policy for BSW and MSW Students:

*Although students may declare themselves as social work majors in their freshman or sophomore year, they must apply for acceptance into the social work program. Application is made at the beginning of the Spring semester of the sophomore year, with formal acceptance into the program at the end of that same semester. Applications are available from the student's advisor.*

Students qualify for entry into the BSW program when they:

- Earn a minimum GPA of 2.5 overall.
- Receive grades of C- or better in all required program prerequisite and cognate courses.
- Complete SOWK 100, SOWK 215, SOWK 320, SOWK 325. Maintain a GPA of at least 2.50 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive an acceptance letter from the Undergraduate Program Director.

## **English Language Requirement**

For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.

- TOEFL ITP (paper-based) - A minimum score of 550
- TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
- MELAB - 80 with a minimum of 80 on each section
- IELTS (Academic version) - 6.5
- PTE (Academic version ) - 54

2. Nelson Denny - score of 13

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

The Andrews University Bachelor of Social Work (BSW) Program admits students based on their current abilities, past experiences that influenced them to follow the path of social work as described in their personal statement essay, and potential capabilities as evidenced by their written and verbal performance throughout their matriculation. Students are generally admitted late during their sophomore year or early in their junior Year. The BSW Director sends each student an individual personal letter outlining the steps needed for application. This is what is stated in part of the letter as an example:

### **BACHELOR OF SOCIAL WORK PROGRAM APPLICATION PROCEDURES**

1. Complete the following by **specified date (usually in January of the given year)**

- BSW Program Application
- Personal Statement Essays (5 questions)
- Lifelong Learning Questionnaire
- Social Work Student Agreement
- Background Check (see attached)
- Resume (see sample)

2. Schedule an appointment to meet with your advisor.

3. Your advisor will forward your recommendation for admission or denial into the program to the BSW Program Director.

4. You will receive a letter informing you of your acceptance or denial into the program by the end of March.

5. A banquet will be held for the BSW Program inductees and Phi Alpha inductees in April. You will receive an invitation when you are accepted into the program.

The criteria used to measure students' aptitude are:

- Writing skills
- Oral presentation capabilities
- Willingness to advocate for clients
- Ability to self-assess and grow
- Professionalism (as seen in and out of the class)
- Adherence to the NASW Code of Ethics
- Goodness of fit with the mission of social work
- Successful completion of introductory social work classes (Introduction to Social Work; Values, Ethics & Diversity; Introduction to Counseling Skills and Social Welfare Institutions and Services)
- Successful completion of the BSW application as seen below.

Students' writing skills are assessed by each faculty member as evidenced by homework assignments, essays questions on exams, and research papers. Students' ability to self-assess is evaluated by reading the students' responses to the questions from the application as well as assignments given in classes where students either write or orally present their self-assessment skills. Students' willingness to advocate for self and others is identified through their volunteer work and involvement in social work activities, some of which is assessed by the advisor through the application, as well as by other faculty through role plays in classes. Professionalism is assessed through the department's Assessment of Student Professionalism tool, which addresses attendance, attitude towards others, professional dress, and the ability to self-assess.

### **Admission Criteria**

Although students may declare themselves as social work majors in their freshman or sophomore year, they must apply for acceptance into the social work program. Application is made in January of the sophomore year for formal acceptance into the program by the end of March. Applications are available from social work academic advisors of both the on-campus and off-campus sites.

Students qualify for entry into the BSW program when they:

- Earn a minimum GPA of 2.5 overall.

- Receive grades of C- or better in all required program prerequisite and cognate courses.
- Complete SOWK 101, SOWK 215, SOWK 320, SOWK 325. Maintain a GPA of at least 2.50 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive an acceptance letter from the Undergraduate Program Director.

## 2.2 Student Involvement in School Policy Development

Student representatives (one from the BSW program and one from the MSW program) can attend one faculty meeting per month: the first week of the month, or as designated by the faculty, at the faculty's invitation.

Students are selected and invited by chair and faculty to participate in departmental faculty meeting once a month, invited to attend meeting as members of the Community Advisory Council and participate in the review and revisions of the Field Manual and Social Work Student Handbook. Students are also able to place items on the agenda for faculty meeting.

## 2.3 Policy for Human Biology Requirement

Human Biology is seen by the faculty as an essential prerequisite for understanding the content of Human Behavior and the Social Environment. Therefore, all students in both the BSW and MSW programs will be required to take a course in Human Biology. To meet this requirement, a course in Human Biology has been built into the four year course plan for Andrews University **BSW students**.

**BSW students** may not take the School of Social Work Human Biology course exam as a substitute for the Human Biology requirement. If **BSW students** receive the letter D or below they must retake the Human Biology course.

## 2.4 Definition of a Credit Hour

Andrews University and the School of Social Work recognize the U.S. Department of Education guidelines for credit hour definition, as follows:

“(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practicum, studio work, and other academic work leading toward the award of credit hours.”

## 2.5 Student Grievance Policy

The student grievance policy, which was created by the faculty to protect students' rights and give them an opportunity to defend themselves against unfair criticism and treatment, is outlined in the *Social Work Student Handbook*. It states:

The following protocol has been established to address potential problems should a student feel that his/her academic or personal rights have been violated. The student should first address his/her concern with the person thought to have made the violation (e.g. faculty, other student, field liaison, field instructor, or advisor). Students are encouraged to make every attempt to use professional discretion, integrity, respect and impartial judgment in resolving issues amongst themselves and colleagues.

If, after talking to the individual involved, the problem continues and the student's concern is with:

- A faculty member or another student, the student should then discuss the matter with his/her advisor;
- A Field Instructor or Faculty Liaison, because it is related to the student's field experience, it should then be shared with the Director of Field (if related to the student's field experience).

If the problem continues to be unresolved, then the student should notify the school Chair, in writing, about the concern.

If the problem remains unresolved, the student may request a meeting with the Academic and Personal Standards Committee, whose responsibility it is to resolve the issue or make a formal recommendation regarding the handling of the problem. This committee will refer its decision to the Dean of the College of Arts and Sciences. If the student questions the committee's decision, he/she can discuss the matter with the Dean. However, the decision of the College of Arts and Sciences committee is final. Records of the proceedings and the committee's decision will be sealed and placed in the student's file. These records cannot be shared with others without the student's written permission.

## **Ombudsperson**

The Ombudsperson is a presidential appointee who helps students resolve problems that remain after the normal channels have been followed. The Ombudsperson is authorized to access all university offices and relevant records in resolving questions pertaining to students. The Ombudsperson advises the student on further steps to take, negotiates a solution, or indicates why a particular problem may not be resolvable. All information presented to the Ombudsperson is confidential.

Because the Ombudsperson becomes privy to the chief causes for student concerns, he/she makes recommendations to eliminate these causes consistent with the University's fundamental purposes.



In all cases, the student may appeal to the President of the University after all other channels have been exhausted. No student is penalized for seeking correction of a perceived wrong.

For grievance related to field, the first step is for the liaison to intervene. If there is no resolution, the Director of Field gets involved. If there is still no resolution, the school Chair gets involved.

## **2.6 Sunshine Fund for Students' Emergencies**

Students asking for financial assistance through the School's Sunshine Fund may receive a one-time only assistance in the amount of maximum \$200.00. No loans will be given under any circumstances.

## **3. Policies Regarding Attendance/Leave of Absence**

### **3.1 Policy Regarding Course Excused/Unexcused Absences:**

Please note the following guidelines:

- The following situations may warrant an "Excused absence" label, with a written approval from the course professor: medical reasons with a doctor's note; death in the family; jury duty; clear personal or immediate family emergency. Up to two (2) excused absences are allowed with a plan presented by the student as to how to make up the work; the third excused absence carries a mandatory grade penalty as assigned by the course instructor. Work must be made up within one (1) week, unless otherwise agreed with the course instructor in writing.
- Five absences for any reason requires the course to be retaken, unless an exemption is given by a vote of the entire School of Social Work faculty.
- Students are allowed only two unexcused class absence per semester.
- Any other absences, including those without approval from the course professor, will receive no points. Work may be made up with penalty and professor's approval

### **3.2 Chapel Attendance Requirements for Students in Internship**

Students in internships that conflict with the Tuesday/Thursday co-curricular period may be granted temporary non-traditional student status for the appropriate semester only. This reduced status is in effect only after a student has sought and received approval from the Student Life Office

([http://www.andrews.edu/services/studentlife/chapels\\_assemblies/attendance\\_accountability.html](http://www.andrews.edu/services/studentlife/chapels_assemblies/attendance_accountability.html)).

## **4. Policies Related to Internship (*See Field Manual for a complete list of policies related to Field*)**

### **4.1 BSW Practicum and Acceptance into the BSW Program**

All BSW students (including students transferring into our program) must be formally accepted into the BSW program before being able to enroll in SOWK 435 (Practicum Instruction) and to start an internship.

### **4.2 Beginning Internships before Starting Practice Courses**

Students may complete up to 50 documented internship hours before the beginning of the school year for which they matriculate for practicum experience.

### **4.3 Leave of Absence from Internship**

A leave of absence of up to 30 calendar days may be requested by a student in internship in emergency cases only, such as: death in the family, illness, or other immediate family emergency in accordance to school policies. To apply for a leave of absence:

A. Student must contact the Task Supervisor/Practicum Instructor within 10 calendar days of initial absence and must provide the reason for request, as well as the proposed date of return to the internship.

- This request must be approved by the Task Supervisor/Practicum Instructor. It is at the discretion of the Task Supervisor/Practicum Instructor to approve or not approve the request!

### **4.4 Internship Reassignment**

- Sometimes circumstances or issues arise which directly or indirectly affect a student's practicum. Occasionally, these circumstances or issues may require changing a student's assigned practicum site. Either the student or practicum instructor may initiate a request change to the assigned practicum site.

### **4.5 Unsatisfactory Performance**

- Students may be reassigned to a new practicum site one time due to unsatisfactory performance. If a second practicum placement is disrupted due to unsatisfactory performance it could result in termination from the program.

B. Under unusual circumstances, a student may request a leave of absence of more than 30 calendar days.

- The student must submit a written, formal request that includes the reason for request, as well as the proposed date of return to the internship. Email correspondence is admissible only as the venue for sending the formal request (i.e. through attachment)
- This request must be submitted to both the Task Supervisor/Field Instructor **and** the Director of Field Education
- Both the Task Supervisor/Practicum Instructor **and** the Director of Practicum Education **must** approve the request. It is at the discretion of the Task Supervisor/Practicum Instructor and the Director of Practicum Education to approve or not approve the request!
- It is at the discretion of the Task Supervisor/Practicum Instructor if the already completed hours will be counted towards the completion of the internship.

C. If this protocol is not followed, students may be in jeopardy to lose **all** completed hours.

## 5. General Course Policies:

### 5.1 Professional and Academic Behavior

**All social work students are expected to demonstrate the following professional, academic behavior (more details on other areas of professionalism are described in Section V below):**

1. Arrive to class functions ON TIME (attendance will be taken - 3 tardies = one hour absence);
2. Arrive prepared;
3. Attend all classes. Excused class absences will be considered for the following instances: medical (with doctor's note), death in the family, jury duty, and serious emergency situations. For courses meeting only one day each week, the student would be allowed two one-day excused class absences, but he/she will need to make up any missed assignments in one week following the absence. A third excused absence will carry a mandatory grade penalty assigned by the course instructor. Five absences for any reason requires the course to be retaken unless an exemption is given by a vote of the entire School of Social Work faculty.
4. Remain attentive during class discussions (sleeping does not count as presence)
5. No laptops or text messaging; cellphones on vibrate
6. Demonstrate a commitment to and enthusiasm for learning;

7. Actively participate in class discussions and group projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (in other words, monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate.);
8. Assess personal and educational needs and interact with the professor as necessary;
9. Have assignments completed and ready to turn in on due date at the beginning of class;
10. Present assignments typed; and
11. Make sure that all assignments and exams reflect only your own original work and any citations are credited with academic integrity (see below for the full policy).
12. Adhere to the *Social Work Code of Ethics*.

## 5.2 Academic Integrity

**Social Work Students are expected to submit all work in compliance with Andrews University's Code of Academic Integrity**

[http://www.andrews.edu/academics/academic\\_integrity.html](http://www.andrews.edu/academics/academic_integrity.html) quoted as follows:

“Academic dishonesty includes but is not limited to the following:

- A. Falsifying or presenting falsified documents
- B. Plagiarizing
- C. Misusing copyrighted material and/or violating licensing agreements
- D. Using media from any source or device, including the internet, in ways that mislead, deceive or defraud
- E. Presenting another person's work as one's own
- F. Using materials other than those specifically allowed by the teacher or program during a quiz or examination
- G. Stealing, accepting or studying from stolen quizzes or examination materials
- H. Obtaining information from another student or any other source during a regular or take-home test or quiz
- I. Assisting others in acts of academic dishonesty, such as falsifying attendance records or providing unauthorized course materials
- J. Acting deceitfully in any other academic matter

### ***General Principles***

The University is committed to principles of trust, accountability, clear expectations and consequences. It is also committed to redemptive efforts, which are meaningful only in light of these principles. Students will be granted due process and the opportunity for an appeal.

Academic dishonesty offenses generally are subject to incremental disciplinary actions. Some first offenses, however, receive severe penalties, including dismissal from the University or degree cancellation. Some offenses are subject to legal action, in addition to university disciplinary action.

Discipline may be retroactive if academic dishonesty becomes apparent after the student leaves a course, a program, or the University.

If evidence of academic dishonesty becomes apparent after a degree has been granted, the degree may be annulled and a notification affixed to the student's official transcript record.

### ***General Disciplinary***

The following is a non-comprehensive list of possible actions apart from dismissal from the University: denial or revocation of admission; warning from a teacher, a school chair, program director or academic dean; a lower or failing grade on an assignment, test or course; suspension or dismissal from the course; suspension or dismissal from the academic program.”

More specifics on this policy, including disciplinary measures, can be found at [http://www.andrews.edu/academics/academic\\_integrity.html](http://www.andrews.edu/academics/academic_integrity.html).

### **5.3 Statement Regarding Students with Disabilities**

Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students with documented disabilities are encouraged to inform the University of their disability and enter into a dialogue regarding ways in which the university might reasonably accommodate them.

If you qualify for accommodations under the Americans with Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

### **5.4 Assessment of Student Professionalism (ASP)**

Andrews University School of Social Work expects each student who is a declared social work major to read, know, and integrate the ten (10) professional expectations which are listed in the Andrews University School of Social Work Handbook.

Thus the social work student is expected to:

1. Demonstrate professionalism

2. Apply appropriate stress management skills
3. Demonstrate Christian perspective
4. Have a commitment to learning
5. Utilize constructive feedback
6. Follow professional ethical conduct
7. Utilize Critical thinking
8. Demonstrate Interpersonal skill
9. Integrate problem solving skills
10. Advocate for Diversity and differences

### **Process to Address Unprofessional Behavior:**

1-Faculty member discusses issue with student(s) resolution can take place at this level. The resolution is in writing, is signed by both student and faculty member, implemented immediately and is mentioned in faculty meeting (for the purpose of including it in the minutes)

2-For situations not resolved the matter is taken to faculty meeting (the student must have the situation stated in writing) and the faculty make a recommendation for how to proceed.

### **5.5 School Communication**

The School of Social Work does the majority of its outside communication through the Andrews E mail system. The student is responsible to receive messages sent by the school of social work. All students must have an Andrews E mail account which is obtained through ITS (Information Technology Services). Once you have an Andrews's account messages can be forwarded from your AU (Andrews University) account into an account of your choice. The "path to forward your messages is as follows: Andrews homepage ([www.andrews.edu](http://www.andrews.edu)) – current students – technology – computing user services – under heading of password / mail forwarding click mail forwarding management (it knows your Andrews account) click other and type in your "other" E mail address.

It is recommended that each student check their E mail account through-out the week and before classes on Monday for the most up to date information. **All students are responsible for information sent through the Andrews Email system.**

If you are having problems with your E mail account contact ITS (Information Technology Services) ext. x3455.

## 5.6 School Generative Artificial Intelligence (AI) Policy

The use of generative AI in assignments, tests, quizzes, and other class activities is subject to varying policies established by each course's faculty. These policies may be restrictive, permissive, or mixed. It is the student's responsibility to review the generative AI policy specific to each course and consult the faculty of record before using such technology.

# V. STUDENT RESPONSIBILITIES

## Academic Performance

Students are expected to be motivated to perform at a level which will prepare them for success. Feedback is provided to them on their academic performance in the following ways:

- Informal interaction with professors and instructors
- Course syllabi (provide criteria and guidelines for successful performance)
- Formal evaluation feedback within the context of each class assignment
- Professional seminars where academic progress is reviewed and monitored by program directors
- Meetings with their advisors, field instructors, and other faculty members

Every effort is made by program directors and academic advisors to improve the learning outcomes of students who are especially challenged in their work.

## Professional Performance

The School of Social Work seeks to choose applicants who will appropriately represent the social work profession, the university, and the program. The student is expected to exercise a professional demeanor. The social work faculty supports the standards of Andrews University as an educational institution of the Seventh-day Adventist Church. The standards outlined in the Andrews University Student Handbook are guidelines under which the School of Social Work operates.

School expectations for students are outlined in the *Assessment of Student Professionalism* document. This document is used by professors to assess student behaviors in each class. Practice behaviors included are:

- Professional behaviors/skills (PB1.b)
- Stress management (PB1.b; PB1g)
- Character and virtue (PB1.b)
- Commitment to learning (PB1.f)
- Use of constructive feedback (PB1.e)
- Ethical conduct (PB1.a; PB1.d)
- Critical thinking (PB5b; PB4b; PB8c)
- Interpersonal skill (PB6; PB7, PB8)

- Problem solving skill (PB7)
- Diversity and difference (PB3)

A copy of the Assessment of Student Professionalism document is included in the Assessment Plan Volume 3. It shows the levels of scoring and expected total score for each level (MSW foundation year, MSW second year).

## Sexual Harassment

Andrews University seeks to provide an academic and work environment that is free of sexual harassment, as well as to provide an avenue for prompt redress should sexual harassment occur.

Sexual harassment is a form of sex discrimination and is prohibited by law. Unwelcome sexual advances, requests for sexual favors and other unwanted verbal, visual or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic achievement or advancement, or;
- submission to or rejection of such conduct is used or threatened or insinuated to be used as the basis for decisions affecting employment, wages, promotion, assigned duties, or academic standing of an individual or;
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment.

When sexual harassment occurs, the student should

- Indicate assertively to the harasser that such conduct is offensive, unwelcome and should be stopped immediately.
- Document the experience describing time, date, location, and unwelcome behavior. Identify the perpetrator and potential witnesses. Be as specific as possible.
- Report the incident confidentially to one of the following: his/her supervisor, residence hall dean, HR Director, Sexual Harassment Compliance officer or the Affirmative Action officer, whichever is appropriate.
- Attempt to reach a mutually agreeable resolution.
- If none of the above seems effective, submit report to the appropriate officer who will effect an informal or formal investigation, and
  - a) prepare a report with the summary of investigations, and
  - b) make recommendations to the Vice President of Student Services and/or the President.

A complaint of discrimination will be impartially investigated in as confidential a manner as possible.

Any attitude or behavior that would bring disciplinary action or dismissal in a job situation is reason for discipline or dismissal from this professional education program. Questionable student conduct is brought to the attention of the student's faculty advisor, who discusses it



with the student. If the problem is not resolved, the program director is notified. The director notifies the student and discusses appropriate changes. If satisfactory agreement is not reached, the student is referred to the school chair.

A student may be terminated from the BSW program if violations of professional standards and/or the NASW Code of Ethics have occurred. These violations may include, but are not limited to the following:

- 1) Failure to demonstrate one or more of the qualities required in the admissions criteria
- 2) Failure to satisfy requirements for removal of academic probation after having been readmitted following academic suspension
- 3) Failure to meet provisional admission requirements
- 4) Failure to meet or maintain academic grade point requirements established by the faculty for the practice sequence of the program
- 5) Failure to practice in accordance with the NASW Code of Ethics

In addition, a student's enrollment may be terminated for the following reasons:

- 1) Plagiarism—presenting someone else's work as the student's own
- 2) Mental or emotional issues which could impair the future quality of professional services provided to clients
- 3) Inability to develop the interpersonal skills necessary for effective social work practice
- 4) Failure to demonstrate professional behavior

Prior to the termination of a student from the BSW/MSW program, a Student Plan of Development will be initiated following a discussion by the entire faculty. Gross misconduct or failure to follow through with the Student Plan of Development may result in immediate termination from the program.

More specifics on this policy, including disciplinary measures, can be found at [http://www.andrews.edu/academics/academic\\_integrity.html](http://www.andrews.edu/academics/academic_integrity.html)

## Assessment of Student Professionalism (ASP)

Student: \_\_\_\_\_

Term: \_\_\_\_\_

Date: \_\_\_\_\_

Course/Field Site: \_\_\_\_\_

Completed by: \_\_\_\_\_

**Instructions:** By the end of each course/field learning plan, assign each student a score for professionalism by completing this form. If you have a student in more than one course that semester, you need to complete this form only once. **The ASP may be completed with each learning plan.** There are 10 practice behavior sections. Assign a score of 0-5 for each section. Total ASP scores will range from 0-50. Share the results with the student by the last day of class/internship.

*Please note: we are looking for the **consistent** demonstration of each of these measures of professionalism.*

Practice Behaviors		Entry Level 0-2	Developing Level 3	Professional Level 4-5	Score
1	Professional behaviors/skills PB1b, 1c	<ol style="list-style-type: none"> <li>1. Recognizes need for punctuality and time management</li> <li>2. Identifies commitment to professionalism by awareness of issues such as respect for professor/field supervisor; attentiveness in class/internship; knowing assignments (classroom or field); professional attire; excessive help-seeking and requesting exceptions, cell phones in classroom or field, plagiarism, etc.</li> <li>3. Describes appropriate use of technology</li> </ol>	<ol style="list-style-type: none"> <li>1. Reports need to be punctual and manage time effectively</li> <li>2. Expresses commitment to professionalism by showing consistency in areas such as respect for professor/field supervisor; attentiveness in class/internship; completing assignments (classroom or field), professional attire; avoidance of excessive help-seeking, requesting exceptions, cell phones in class or field and plagiarism.</li> <li>3. Understands appropriate use of technology</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows consistent punctuality and time managements skills</li> <li>2. Is committed to professionalism by showing consistency in areas such as respect for professor/field supervisor; attentiveness in class/internship; completing assignments (classroom or field); professional attire; avoidance of excessive help-seeking, requesting exceptions, cell phones in classroom or field and plagiarism.</li> <li>3. Uses technology appropriately (e.g.; i-pod, laptop, etc.)</li> </ol>	
2	Stress Management PB1g, 2c, 8c	<ol style="list-style-type: none"> <li>1. Recognizes own stressors</li> <li>2. Identifies need for support system</li> <li>3. Recognizes own strengths and limitations</li> </ol>	<ol style="list-style-type: none"> <li>1. Establishes outlets to cope with stressors</li> <li>2. Develops a support system</li> <li>3. Attempts to overcome limitations</li> </ol>	<ol style="list-style-type: none"> <li>1. Responds appropriately to urgent situations</li> <li>2. Effectively uses support system</li> <li>3. Functions effectively within the limitations of self and environment</li> </ol>	
3	Character and Virtue PB1a, 1b, 10a	<ol style="list-style-type: none"> <li>1. Recognizes importance of character and virtue in the context of personal life and professional practice</li> <li>2. Recognizes that a life of service is an essential element of social work</li> </ol>	<ol style="list-style-type: none"> <li>1. Examines/grapples with character and virtue in the context of personal life and professional practice</li> <li>2. Looks for opportunities to engage in self-sacrificing service</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates character and virtues in the personal life and professional practice</li> <li>2. Willingly engages in service learning activities</li> </ol>	

		3. Understands that there are unique Christian practice skills	3. Articulates Christian practice skills and how to apply them	3. Demonstrates Christian practice skills in professional settings, as appropriate	
4	Commitment to Learning PB1f	1. Identifies problems 2. Formulates appropriate questions 3. Identifies need for further information 4. Understands need for a positive attitude	1. Prioritizes information needs 2. Analyzes and subdivides large questions into components 3. Seeks out professional literature 4. Explores own attitude toward learning	1. Applies new information 2. Accepts that there may be more than one answer to a problem 3. Reads articles critically and understands the limits of application to professional practice 4. Demonstrates a positive attitude toward learning	
5	Use of Constructive Feedback PB1e	1. Demonstrates active listening skills 2. Actively seeks feedback and help 3. Recognizes need for openness to feedback	1. Assesses own performance accurately 2. Considers multiple approaches when responding to feedback 3. Demonstrates a positive attitude toward feedback	1. Develops a plan of action in response to feedback 2. Utilizes feedback 3. Reconciles differences with sensitivity	
6	Ethical Conduct PB1a	1. Identifies own values 2. Identifies NASW Code of Ethics/Christian perspective	1. Examines own values as well as those of others 2. Grapples with Code of Ethics/Christian perspective	1. Reconciles differences between own values and those of others 2. Applies NASW Code of Ethics/Christian perspective	
7	Critical Thinking PB4b, 5c, 8c	1. Is able to identify multiple sources of knowledge, including research-based knowledge, and practice wisdom 2. Identifies models of assessment, prevention, intervention and evaluation	1. Is able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 2. Analyzes models of assessment, prevention, intervention, and evaluation	1. Is able to apply critical thinking in practice settings for the maximum benefit of clients 2. Applies critical thinking skills in the practice of assessment, prevention, intervention, and evaluation	
8	Interpersonal Skill PB1c	1. Uses correct grammar verbally (classroom/field presentations) 2. Writes (types) legibly using correct grammar and accurate spelling 3. Is knowledgeable of nonverbal communication cues 4. Communicates with and seeks input from others in a respectful, confident manner	1. Speaks with confidence 2. Presents written material with logical organization and sequencing 3. Recognizes impact of nonverbal communication and modifies accordingly 4. Motivates others to achieve; establishes trust; and is able to restate, reflect and clarify messages	1. Uses professional terminology appropriately 2. Writes at a level suitable for publication (e.g., APA style, etc.) 3. Incorporates nonverbal communication skills into practice 4. Talks about difficult issues with sensitivity and objectivity, assumes responsibility for own actions, and responds effectively to unexpected emergencies	
9	Problem Solving Skill PB1e, 4c, 7a, 8c, 9a	1. Recognizes and clearly states problems 2. Begins to examine multiple solutions to problems and identifies potential resources	1. Prioritizes problems 2. Considers consequences of possible solutions to problems 3. Articulates and critiques hypotheses and ideas	1. Consults with others to clarify problems 2. Accepts responsibility for implementation of solution 3. Determines effectiveness of applied solutions	

		3. Knows how to search literature for most current information			
10	Diversity and Difference PB2a - f	<ol style="list-style-type: none"> <li>1. Is aware of when advocacy for diverse client(s) is needed</li> <li>2. Recognizes the extent to which a culture's structures &amp; values may oppress &amp; marginalize</li> <li>3. Gains awareness of personal biases with different/diverse groups</li> <li>4. Interacts with different/diverse groups but does not learn from them</li> </ol>	<ol style="list-style-type: none"> <li>1. Is aware of resources and how to advocate for diverse clients</li> <li>2. Advocate for clients when they experience oppression and marginalization</li> <li>3. Following one's awareness, responds to the needs &amp; advocate for different/diverse groups</li> <li>4. Recognizes different/diverse groups and the need to learn from them</li> </ol>	<ol style="list-style-type: none"> <li>1. Advocates for diverse client(s) access to social work services</li> <li>2. Advocates and intervenes for clients when they experience oppression and marginalization</li> <li>3. Gains sufficient self-awareness to eliminate the influence of personal biases with different/diverse groups</li> <li>4. Views self as learner and engage with different/diverse groups as informants</li> </ol>	

Scoring by Grade Level:

**BSW**

Freshman/Sophomore: 0-20 points

Junior: 0-30 points

Senior: 0-50 points

**MSW**

Foundation Year: 0-45 points

Second Year: 0-50 points

## VII. Student Organizations

### Social Work Club

The Social Work Club is the BSW & MSW students' social work club. It is run by social work students with the assistance of one of the faculty members. The purpose of the club is to provide social, spiritual, and community activities for social work students. There are a few traditional yearly activities that take place. Other activities are determined by the current officers for the year.

Below is the list of officers and their duties:

- President- The duties of the president are to preside over the organization, call officer meetings, support committee chairs in planning and activities, help formulate programs, make sure student needs are being met, keep up to date information on the organization, and update website.
- Social Vice President- The duties of the social vice president are to create social events for students, plan and implement social activities.
- Pastor- The duties of the pastor are to create spiritual events for students, plan and implement spiritual activities.
- Marketing Officer- The duties of the marketing officer are creating, printing, and putting up posters for the club as well as e-mailing students about upcoming events.

If you are interested in becoming involved with the club, please notify professor Yazmik Cantillano at [yazmik@andrews.edu](mailto:yazmik@andrews.edu).

### Phi Alpha Honor Society

Phi Alpha is a national honor society for social work students. The purpose of Phi Alpha is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

#### National Qualifications for Individual Membership

A BSW student is eligible for membership after achieving the following national requirements:

- Declared social work as a major
- Achieved sophomore status
- Completed 9 semester hours of required social work courses
- Must be in the 35% of social work undergraduate GPA.

An MSW student is eligible for membership after the following national requirements:

- Completed 37.5% of coursework
- Must be in the top 35% of overall MSW GPA.

Every spring, the Andrews University chapter of Phi Alpha holds an induction banquet. Students who are eligible for induction into the honor society will receive an invitation at that time. For more information on Phi Alpha, see <http://www.phialpha.org/>.

## **Social Work Alumni Association**

The Social Work Alumni Association exists to serve current and past students by providing social, networking, and other avenues for connections. An Alumni Newsletter is published regularly and an alumni Facebook page exists. The Association sponsors social activities, continuing education seminars, and encourages sharing of resources. You are automatically a member of the Association when you graduate with a BSW or an MSW.

# RESOURCES

**1 Andrews University Counseling & Testing Center:**

<http://www.andrews.edu/services/ctcenter/index.html>

Bell Hall, Suite 123. Phone: 269-471-3470

**2 Andrews University Social Work Club**

**3 James White Library:** [www.andrews.edu/library](http://www.andrews.edu/library)

**4 NASW Code of Ethics** (<http://www.socialworkers.org/pubs/code/code.asp>)

**5 Social Work Phi Alpha Honor Society--See school office manager for details**

**6 Student Help for getting to Learning Hub**

Enter Learning Hub by going to <https://learninghub.andrews.edu/>

Use AU username and password to access Learning Hub.

For help if username and password do not work, or for any other technology questions related to Learning Hub, contact DLIT.

- Email – [dlit@andrews.edu](mailto:dlit@andrews.edu)
- Daytime phone: 471-6200
- Evening phone: 461-3748

The Field Manual for the School of Social Work can be accessed at

<http://www.andrews.edu/cas/socialwork/field/index.html>