Social Work Program Manual

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Part I

Dear Social Work Major:

Welcome to Social Work! You have chosen not only a major, but a professional journey that hopefully will bring you profound satisfaction, an enhanced capacity for responsible citizenship, and a heightened sense of commitment and dedication to social justice in the service of others.

Social work is a helping profession. The Castleton State College Social Work Program is designed to provide the knowledge, skills and ethics for beginning-level, generalist professional practice and the academic preparation for graduate study in social work. Generalist social work practice consists of a common core of knowledge, values, and skills that can be applied across diverse client systems to enhance the social functioning of those systems.

Baccalaureate degree-level social workers are employed in a wide range and variety of agencies and organizations, which serve the needs of many different people. For example, Castleton BSW graduates have had responsibilities in a variety of settings including child welfare, juvenile justice, probation and parole, substance abuse, anti-poverty programs, medical, schools, mental health, and nursing homes. Their work includes providing services to people of all ages using the social work methods of intervention at the individual, family, group, community and program administration levels.

The BSW degree also prepares the student for entry into graduate programs, which prepare highly skilled and specialized professional social workers upon whom are conferred the Master of Social Work degree. Recently, CSC graduates have been accepted with advanced standing to the following graduate programs in social work: SUNY-Albany, University of Vermont, University of New England, Barry University, Virginia Commonwealth University, Columbia University, and Fordham University.

We encourage social work majors to participate in the Social Issues Club whose projects and activities are relevant to social work concerns. Majors are also encouraged to take advantage of the student membership rate and join NASW (see pg. 18). Membership applications are available from the faculty. Both students and graduates have served on the Vermont Chapter Board of Directors. In addition, students might consider subscribing to *The New Social Worker*, a publication for students and new graduates. See any faculty member for information.

This manual is an educational and professional guide to assist you as you progress through the program. We hope it will be helpful to you. We wish you every success in this major and as future BSW professionals!

Sincerely,

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Castleton State College Mission Statement

Castleton, the 18th oldest institution of higher education in the United States, emphasizes undergraduate liberal arts and professional education while also offering selected graduate programs.

The College is dedicated to the intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities for outside the classroom learning, and an active and supportive campus community. Castleton strives to learn, use, and teach sustainable practices. Castleton prepares its graduates for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship.

As a member of the Vermont State Colleges, Castleton is committed to supporting and improving the region’s communities, schools, organizations, businesses, and environment.

*Castleton State College Bulletin, (2011-12)*

Castleton State College Social Work Program Mission Statement

Consistent with the mission of the College and EPAS (2008) requirements for the Council on Social Work Education, the Baccalaureate Social Work Program’s mission is to prepare students to be competent and effective professionals for entry-level professional generalist practice. As one of two BSW programs in a small state and as part of the state college system, the Program will prepare many of Vermont’s BSW level practitioners. Students will acquire social work knowledge based on a body of knowledge, values and skills of the profession. They will be prepared and encouraged to provide leadership in the development of service delivery systems that promote human rights, and social and economic justice. Students will reflect the profession’s core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

Castleton State College Social Work Program Competencies and Practice Behaviors

(adopted 2009)

As a program accredited by the Council on Social Work Education, the Castleton State College program competencies and practice behaviors are consistent with the Educational Policy and Accreditation Statement (EPAS) 2008 of that organization.

*Educational Policy (EP) 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.*

a. Advocate for client access to the services of social work;
b. Practice personal reflection and self-correction to assure continual professional development;
c. Attend to professional roles and boundaries;
d. Demonstrate professional demeanor in behavior, appearance, and communication;
e. Engage in career-long learning; and
f. Use supervision and consultation.
EP 2.1.2 – Apply social work ethical principles to guide professional practice.

a. Recognize and manage personal values in a way that allows professional values to guide practice;
b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
c. Tolerate ambiguity in resolving ethical conflicts; and
d. Apply strategies of ethical reasoning to arrive at principles decisions.

EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments.

a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
b. Analyze models of assessment, prevention, intervention, and evaluation; and
c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleges.

EP 2.1.4 – Engage diversity and difference in practice.

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

EP 2.1.5 – Advance human rights and social and economic justice.

a. Understand the forms and mechanisms of oppression and discrimination;
b. Advocate for human rights and social and economic justice; and
c. Engage in practices that advance social and economic justice.

EP 2.1.6 – Engage in research-informed practice and practice-informed research.

a. Use practice experience to inform scientific inquiry and
b. Use research evidence to inform practice.

EP 2.1.7 – Apply knowledge of human behavior and the social environment.

a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
b. Critique and apply knowledge to understand person and environment.

**EP 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

a. Analyze, formulate, and advocate for policies that advance social well-being; and  
b. Collaborate with colleagues and clients for effective policy action.

**EP 2.1.9 – Respond to contexts that shape practice.**

a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and  
b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**EP 2.1.10 (a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**EP 2.1.10(a) – Engagement: Social workers**

1.a Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;  
2.a Use empathy and other interpersonal skills; and  
3.a Develop a mutually agreed-on focus of work and desired outcomes.

**EP 2.1.10(b) – Assessment: Social workers**

1.b Collect, organize, and interpret client data;  
2.b Assess client strengths and limitations;  
3.b Develop mutually agreed-on intervention goals and objectives; and  
4.b Select appropriate intervention strategies.

**EP 2.1.10(c) – Intervention: Social workers**

1.c Initiate actions to achieve organizational goals;  
2.c Implement prevention interventions that enhance client capacities;  
3.c Help clients resolve problems;  
4.c Negotiate, mediate, and advocate for clients; and  
5.c Facilitate transitions and endings.

**EP 2.1.10(d) – Evaluation: Social workers**

1.d Social workers critically analyze, monitor, and evaluate interventions.
Social Work Program History

Professor Emerita, Elizabeth Ferguson, began teaching social work courses at Castleton State College in 1970. Early on, she recognized the need for professionally trained entry-level social workers in Vermont. From a single-person discipline, the program now has three faculty. Since 1981 it has been accredited by the Council on Social Work Education. Today, Castleton State College is the only BSW program within the Vermont State Colleges; the only other BSW program in the state is the University of Vermont. Now in our fifth decade of educating tomorrow's social workers, we are assured of future success given the roots Dr. Elizabeth Ferguson has planted and nourished.

Degree Requirements

The requirements for a Baccalaureate Degree in Social Work are listed in the current Castleton State College Bulletin and delineated below. Continuance in the program is non-discriminatory on the basis of race, ethnicity, gender, age, disability, sexual orientation, and marital status with the understanding that all students must adhere to standards of knowledge, skill, and ethics.

The Social Work Program offers a Baccalaureate of Social work degree (BSW). The program compliments and integrates the liberal arts and sciences with a professional course of study. Social work is a helping profession committed to social change and justice for vulnerable populations in society. The Castleton State College Social Work Program is designed to provide knowledge, skills and ethics for beginning-level generalist professional practice and the academic preparation for graduate study in social work. Generalist social work practice consists of a common core of knowledge, values, and skills that can be applied across diverse client systems to enhance the social functioning of those systems.

Baccalaureate degree level social workers are employed in a wide range and variety of agencies and organizations, which serve the needs of many different people.

- Nursing homes
- Hospices
- Hospitals
- Home care agencies
- Substance abuse programs
- Mental health services
- Mental retardation/developmental disabilities services
- Vocational rehabilitation services
- Public health agencies
- Community action agencies
- Family service agencies
- Children & youth services
- Aging services
- Residential treatment programs
- Child and adult daycare centers
- Domestic violence programs
- Homeless shelters
- Criminal justice agencies
The BSW degree also prepares students for entry into graduate programs, which prepare highly skilled and specialized professional social workers through the Master of Social Work degree. A wide variety of specialization tracks at the Master’s degree level are offered. Most Castleton Social work graduates are granted advanced standing in Master of Social Work programs. Thus, the time to complete the Master of Social work is shortened by one to two semesters.

I. DECLARATION OF MAJOR

The Declaration of Undergraduate Academic Program form is available in the Registrar’s Office located in Woodruff Hall. Students wishing to major in social work are encouraged to complete an application by the end of the second semester.

II. ADMISSION TO THE SOCIAL WORK PROGRAM

1) During the second semester of the junior year the student must submit a letter of intent to major in social work. This letter must identify why the student has chosen social work as a major and their professional objectives upon graduation. A statement of a student’s personal values demonstrating congruency with social work values shall be included in the letter.

2) In the same semester an interview with program faculty will be scheduled as part of the admission process. This will allow the student to meet program faculty members and the faculty to access the prospective student’s written and communication skills.

3) Program faculty will conduct a review of the student’s academic performance by the faculty during this semester.

4) Students must sign a Student/Program contract, upon acceptance by social work faculty into the social work program during this semester.

5) Signed Academic Approval form must be submitted to the Student Services Center.

III. CONTINUATION IN THE SOCIAL WORK PROGRAM

Continuation is determined by continuing progress toward a professional level of performance. In addition to a mastery of knowledge the student must demonstrate the acquisition of professional attitudes, values and skills and commitment to the Code of Ethics of the National Association of Social Workers. Only those students whose academic accomplishments and personal attitudes, skills and values indicate reasonable promise in social work, as can be determined in the College setting, will be recommended for field placements. A grade of “C” in SWK 3010 (Social work Practice I), SWK 4020 (Social work Practice II), and SWK 4811 (Field Experience I) must be maintained for continuation in the program.

IV. ADMISSION TO FIELD INSTRUCTION

1) Minimum GPA requirement.

2) A letter grade of “C” or better for the practice course SWK 3010.
3) A signed Student/Program Contract upon acceptance by social work faculty into the social work program.
4) Completion of all prerequisites and permission of the College field instructor.
5) Students who are denied admission to field instruction may reapply at a later date. Students who reapply must provide evidence that the reasons for which admission was originally denied have been appropriately remedied.

V. TERMINATION FROM THE PROGRAM
FOR ACADEMIC REASON
Not every student will necessarily be appropriate for the practice of social work.
1) Failure to maintain a minimum GPA.
2) Inadequate interpersonal relationship skills for social work practice.
3) Inadequate written or verbal communication skills.
4) Violations of the NASW Code of Ethics.
5) Unresolved personal issues that impair performance in the classroom or in field instruction.
6) Lying, cheating, or plagiarizing in course work or fieldwork.
7) Persistently inadequate performance in field instruction activities as well as failure to accomplish field instruction objectives.
8) Excessive class or fieldwork absences.
9) Persistent inability to meet dates on assignments and projects.
10) Students who are terminated from the program may contest the faculty decision in writing within ten days of such decision to request a meeting with the faculty. If a resolution is not made, they may appeal to the Academic Dean of the College who will make the final determination.

FOR PROFESSIONAL REASON
As stated in the contract, signed by each Social Work major:

A professional social work practitioner must, in addition to knowledge, demonstrate the acquisition of professional attitudes, values, and skills, and commitment to the Code of ethics of the National Association of Social Workers (NASW). Areas that constitute grounds for nonacademic termination from the Social Work Program include: failure to meet generally accepted standards of professional conduct: personal integrity; emotional stability requisite for professional practice; inappropriate or disruptive behavior toward colleagues, faculty, clients, or staff (at school or field placement); violation of the NASW Code of Ethics; failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (e.g. unable to demonstrate nonjudgmental attitudes toward others; unable to support client self-determination).

When Program faculty believe that a student’s deficiencies cannot be readily corrected, the student will be asked to withdraw from the Program. Such a decision is made in consultation among faculty and the Program Director. The faculty will meet with the student to discuss reasons for the recommended withdrawal or termination. Identified deficiencies will be substantiated in writing by the faculty. The student also has the right to a hearing before the Social Work Advisory Board should s/he choose. The student can appeal to the Program Director, and then to the Academic Dean whose decision will be final. The faculty is accountable to the Dean and to the VSC counsel to ensure that the student’s rights have been protected and
that such a decision is made without prejudice. To the greatest extent possible, decisions regarding termination of students will be made before the beginning of the second semester of field to allow the student to change major to Sociology and graduate on schedule.

Withdrawal or termination does not preclude readmission to the Social Work Program at a later date. The student needs to apply to the Program Director who will consult with appropriate Program faculty.

**CURRICULUM PLAN**

Below is a list of required courses for the BSW and a suggested timeline and sequence for taking them. Please refer to the college catalog for course descriptions. For students coming into the program after their freshman year, the timelines will vary, although prerequisites must still be followed (see college catalog for further information). The list below does not include the college core curriculum, electives, or minor or double major requirements.

### Freshperson Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>SWK 1010 Intro to Human Services</td>
<td>PSY 1010 Intro to Psychology</td>
</tr>
<tr>
<td>SOC 1010 Intro to Sociology</td>
<td>SWK 1810 Early Field</td>
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<tr>
<td>ANT 1010 Cultural Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 2011 HBSE 1</td>
<td>SWK 2012 HBSE 2</td>
</tr>
<tr>
<td>SSC 1010 Intro to Study of Community or SOC 2130 Community in Amer. Society</td>
<td>SWK 2040 Discrimination in Amer. Soc. or MAT 2021 Statistics 1</td>
</tr>
<tr>
<td>BIO 2011 Human Anatomy 1</td>
<td>BIO 2012 Human Anatomy 2 or BIO 1010 Human Biology (Offered every other fall and summer)</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 3910 Research Methods</td>
<td>SWK 3010 Social Work Practice I</td>
</tr>
<tr>
<td></td>
<td>SWK 3020 History and Phil of SWK</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 4020 Social Work Practice II</td>
<td>SWK 4030 Social Work Practice III</td>
</tr>
<tr>
<td>SWK 4811 Field Experience 1</td>
<td>SWK 4812 Field Experience 2</td>
</tr>
<tr>
<td>SOC 4020 Sociological Theory</td>
<td>SWK 4710 Social Work Capstone Seminar</td>
</tr>
<tr>
<td>SWK 4010 Social Welfare Policies, Programs and Issues</td>
<td></td>
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</tbody>
</table>
For double major in Sociology, take an additional SOC elective and SOC 4720 Coordinating Capstone Seminar.
122 Credits to graduate (15.25 per semester)

FIELD INSTRUCTION

PART II

ELIGIBILITY FOR FIELD INSTRUCTION (SWK 4811 & SWK 4812)

1) Students must be in compliance with the academic requirements for the social work major and must have a grade of "C" or better in SWK 3010 Social Work Practice I.
2) Students must sign a Student/Program Contract, which they will receive upon entering SWK 3010, and they must be admitted into the program.
3) Students must have completed all required prerequisites before beginning Field Instruction and must have permission of the Program Field Supervisor.
4) Only those students whose academic accomplishments and personal attitudes, skills and values indicate reasonable promise in social work, insofar as these can be determined in the College situation, will be recommended for field placements.

FIELD PLACEMENT MODEL

Castleton State College uses a concurrent field model. Social work students are placed in local agencies at the same time they are taking course work on campus. Students are in their agency settings two days a week for a minimum of 200 clock hours per semester for which they earn six credit hours per semester. Students remain in the same placement for the entire academic year with a practice course taken concurrently each semester.

In addition to agency-based supervision, the Program Field Instructor provides on-site supervision weekly to all students.

Students may be placed in agencies where they are employed. This is not encouraged but can be facilitated in large agencies where students can get a different experience with the same population. In these situations, the field director works out student assignments and agency supervision with the agency as differentiated from the student's employment. For the field placement, the agency would follow the same criteria in the Social Work Program Manual in the sections on objectives of field instruction, agency criteria, and responsibilities of agency designee, student responsibilities, and discontinuance of the agency as placement. The agency would also follow the criteria in the CSWE Educational Policy for field education.

STUDENT/PROGRAM CONTRACT

The Baccalaureate of Social Work is a professional degree. Continuance in the Social Work Program is determined by continuing progress toward a professional level of performance. The degree is awarded to those graduates who have demonstrated that they have attained a beginning level of professional competence.

The satisfactory completion of the required academic courses presumes the mastery of a body of knowledge deemed essential for social work practice. A professional social work practitioner must, in addition to knowledge, demonstrate the acquisition of professional attitudes, values,
and skills, and commitment to the Code of Ethics of the National Association of Social Workers (NASW).

Only those students, whose academic accomplishments and personal attitudes, skills and values indicate reasonable promise in social work, insofar as these can be determined in the College situation, will be recommended for field placements. Knowledge deficiencies are reflected in lowered academic grades. A grade of "C" in SWK 3010 (Social Work Practice I) is the minimum grade required for admission to field placement (SWK 4811). In addition, if any deficiencies in professional attitudes, values or skills should, in the judgment of Social Work Program faculty, interfere with a student's ability to render satisfactory service to clients, the student will not be permitted to begin Field Instruction (SWK 4811), until such time as the identified deficiencies are corrected to the satisfaction of the Program faculty. Where deficiencies cannot be readily corrected, the student will be asked to withdraw from the Social Work Program. Such a decision by Program faculty may be appealed to the Dean of Academic Affairs whose decision will be final.

Students must achieve a grade of "C" or better in SWK 4811 (Field Experience I) and SWK 4020 (Social Work Practice II), as well as demonstrate professional skills, attitudes, and values in Field Experience and/or class, to continue in the Program. A faculty member will notify students who seem to be in any danger of being asked to withdraw from the Program no later than the end of the 7th semester. The Program Director will be consulted and a conference involving the Social Work faculty and the student will be scheduled. The decision of the faculty may be appealed to the Dean of Academic Affairs, whose decision will be final. It is understood that withdrawal from the Social Work Program does not, of itself, jeopardize graduation, since the student can complete a degree program other than social work in that time. Withdrawal does not preclude readmission to the Program at some later date by application to the faculty of the Social Work Program.

Students who are admitted into the Program are asked to sign this statement, indicating their acceptance of these standards.

__________________________________
Student

__________________________________
Program Director

__________________________________
Date

FIELD INSTRUCTION MANUAL/COURSE SULLABUS FOR SWK 4811 & 4812 FIELD EXPERIENCE I & II

The major goals of the CSC Social Work program are to prepare students for entry into social work practice and to prepare them for acceptance into programs of graduate level education. The educational focus is directed toward the development of values, knowledge, skills and goals of the profession. The field instruction component is an integral part of the social work education experience as it offers the student the opportunity to apply theoretical knowledge to practice.
The development and acceptance of concepts and values such as human dignity, the sharing of social benefits, and the importance of social change can provide the professional skills which are essential tools for alleviating human suffering and realizing a more just society.

Field instruction offers the student the opportunity to understand the role of the social worker and to internalize the professional base of practice. Field instruction provides a mix of values, knowledge and skills crucial to the student's professional development. The overall objective of field instruction is to integrate prior learning into service to people in need.

I. SPECIFIC LEARNING OUTCOMES OF FIELD INSTRUCTION ARE THE ABILITY TO:

1. Integrate and apply knowledge and theory acquired in academic courses to actual social work practice situations.
2. Utilize one's own professional self to engage in purposeful relationships with individuals, groups, organizations and communities to effect social change.
3. Utilize professional and personal ethics and values in one's social work practice and in the evaluation of one's practice.
4. Recognize, respect and understand the continuum of human diversity throughout the intervention.
5. Involve the client and appropriate others throughout the intervention process including evaluation of change efforts.
6. Clarify and assess one's own practice in relation to professional standards and ethics.
7. Evaluate one's own professional practice and growth.
8. Use evaluation research to evaluate one's own practice outcomes.
9. Collect and assess data from a variety of sources to document unmet needs and to assess the impact of the helping relationship.
10. Develop primary competencies in basic interviewing skills, including observation skills, involving the client system in the helping process, and relating to clients with warmth, respect, and professionalism.
11. Effectively utilize the following intervention methods/strategies for social change within an eco-systems analysis framework: the problem solving process (from engagement through termination), policy analysis and formulation, planning, agency/organizational networking and citizen participation.
12. Use the problem solving process and resource evaluation and mobilization to formulate and carry out intervention plan.
13. Communicate and interact effectively with people and facilitate their interaction throughout the intervention process in order to maximize the effectiveness of the change effort.
14. Identify, select and implement effective approaches and strategies throughout the intervention process (assessment, goal setting, contracting, implementation, evaluation).
15. Maintain a clear professional identity regardless of agency setting or organizational pressures.
16. Work with clients and colleagues towards social change efforts in response to community needs.
17. Assess the effectiveness of helping systems, and where there are gaps, promote effective, just and responsive service and resource systems.
II. AGENCY CRITERIA

Seeking the most promising opportunities for students to achieve these objectives, the CSC Social Work Program applies the following criteria in selecting field instruction settings:

1) Commitment to social work education with social work as the principal function or a recognized ancillary service. The willingness to provide students with a qualitative primary social work responsibility including:
   a. Direct, primary work with clients
   b. Opportunities to use community resources
   c. Exposure to agency practice and personnel
   d. Involvement in a community or organizational experience
2) Students must not be isolated from other staff and they must have opportunities to meet and interact with other staff members, e.g. attending staff meetings, in-service training sessions, etc.
3) Willingness to accept faculty role and presence in direct supervision and liaison.
4) Proximity to College and to other placements being used.
5) Ability to provide 400 clock hours (minimum) of social work practice experience over the academic year.

III. FIELD INSTRUCTOR RESPONSIBILITIES

The Field Instructor is a full-time faculty member who spends two days per week in the agencies providing direct supervision to students and liaison with agency staff. The Field Instructor also teaches the Junior Social Work Practice I course. In line with this responsibility, the Field Instructor performs the following:

A. Meets weekly at each agency with two students or every other week at agencies with one student for supervision.

B. Meets with designated agency staff to review appropriateness of assignments for their learning suitability and to determine appropriate responsibilities for individual students according to each one's load and skill level.

C. Weekly supervisory conferences include:
   1. Helping students prepare for and participate in the conference;
   2. Explaining the purpose and process of recording;
   3. Emphasizing student success in applying social work values, knowledge and skills in the field assignment;
   4. Examining student awareness of the steps taken in performing assignments. (The attitudes and feelings of students while performing, as well as subsequent to performing, the tasks are discussed here).

D. Prepares a written evaluation on each student at the end of each semester, based upon observation of student practice and utilizing input from agency evaluation and student self-evaluation.

E. Determines student grades based upon these evaluations.
III. RESPONSIBILITIES OF AGENCY DESIGNEE

Each agency will designate one or more staff members to provide administrative and back-up supervision. In line with this responsibility, the Agency Designee performs the following tasks:

A. Introduces students to agency staff and setting, including an orientation to:
   1. His/her function within policies, and goals of the program and agency;
   2. The clientele served;
   3. Agency expectations of the student;
   4. Agency relationships to the community and other agencies.

B. Supervises student's overall function within the agency;

C. Provides opportunity to practice more than one method of social work when possible;

D. Provides assignments (in cooperation with Field Instructor), which are meaningful to students and contributory to agency goals;

E. Meets regularly with students regarding client movement, student performance, agency policies and procedures;

F. Prepares a written evaluation on each student two weeks before the end of each semester and shares this with student and Field Instructor.

G. Provides back-up supervision when Field Instructor is unavailable;

H. Notifies Field Instructor immediately of any concerns regarding student performance.

IV. STUDENT RESPONSIBILITIES

A. Participate in fieldwork two days per week for a minimum of 200 clock hours per semester.

B. Exhibit the following professional behaviors:

   1. Dress appropriately according to the nature of the field setting;
   2. Be prompt for work;
   3. Participate fully in activities including supervisory conferences, seminars, etc.;
   4. Meet agency deadlines for reports written to agency standards;
   5. Call the agency if unable to report to work (time missed must be made up on off or vacation days.)
   6. Use all time at the agency constructively to further student professional competence and support agency purpose.

C. Write process and summary recordings for supervision, and keep entries in agency recordings up to date.

D. Keep agency staff apprised of client situation for necessary backup.

E. Write a self-evaluation two weeks before the end of each semester.
V. DISCONTINUANCE OF STUDENT PLACEMENT

There are four primary reasons why student placements may be discontinued: the placement is inappropriate for student learning needs; the agency is dissatisfied with the level of student work; the student decides to leave the program; or the Field Instructor determines that student work is sufficiently below standard to impair the ability of the student to complete the program.

A. If the placement is inappropriate for student learning needs or the agency is dissatisfied:
   1. Except under very unique circumstances, any change of placement will be implemented no later than the end of the fall semester;
   2. If the student desires a change s/he must submit a request, preferably in writing, which explicates concerns and reasons for the request;
   3. Student and Field Instructor will meet to evaluate the student concerns;
   4. Student, Field Instructor and Agency Designee then may meet jointly to determine if the present placement can be adjusted to meet the student's needs;
   5. If no satisfactory adjustment can be made, a change in field placement will occur. (Please see Number VI, Item D)

B. If a student decides that continuing in the program is not in his/her best interest:
   1. Student should make the determination before the beginning of the second semester in the field;
   2. Student will meet with the Field Instructor to discuss this decision;
   3. Student will follow the necessary process for termination with clients and agency;
   4. Student may be considered for readmission to the Program at a later date, but subsequent field placement and concurrent course work must be taken in a single academic year at that time.

C. If a student's performance is determined inadequate by the Field Instructor:
   1. Field Instructor will inform student of all inadequacies, as they become apparent;
   2. Field Instructor and student will devise a plan and contract to correct these inadequacies;
   3. If student performance remains substandard by the end of the first semester in the field, student will discontinue participation in the Program;
   4. Student is expected to follow the necessary process for termination with clients and agency;
   5. Student may request reversal of the decision of the Field Instructor by appealing first to the Program Director and if still not satisfied, to the Dean for Academic Affairs. The Dean's decision will be binding.

VI. DISCONTINUANCE OF AGENCY AS A PLACEMENT

If the agency is not meeting Castleton State College expectations of providing a professional field experience for students with sufficient quantity and/or quality of assignments, the following steps are taken:

A. The Field Instructor meets with appropriate agency staff to determine if appropriate changes can be made by the agency. This may be an ongoing process over the year.
B. If agency and Field Instructor agree that they cannot meet each other's needs and/or expectations and are unwilling or unable to change, the Program will no longer place students in that agency.

C. If such a determination is made by the end of the first semester, the school will place the student/s elsewhere for the remainder of the academic year. Under special circumstances, a student's placement can be changed during the spring semester.

D. If the determination occurs later, and the workload is insufficient, the Field Instructor will attempt to develop additional assignments for the affected student/s, and will reconsider the viability of the placement for the subsequent year.

E. Any decision to pull out of an agency at any time will be made by agreement of program faculty.

AGENCY CONTRACT
CASTLETON STATE COLLEGE
SOCIAL WORK PROGRAM

1. The College will recommend for field instruction only students whose educational performance (reflecting the appropriate professional knowledge, skills and values) indicate a relatively high degree of promise in social work, in so far as these can be judged in the College situation.

2. The agency placement will be arranged in conference between the Field Instructor and each student individually to explore his/her suitability for the particular agency.

3. Responsibilities of student, school and agency are spelled out in the "Field Manual" (appended) and are the conditions for this agreement.

4. Students are placed for the academic year, Tuesdays and Thursdays, for a total of 400 clock hours. School holidays and vacations are observed although students may opt to come in on their own time.

5. The agency will reimburse the students, at its usual rate, for mileage incurred in providing service to clients.

6. As a token of appreciation for the contribution made by the agency to the educational program of the College, a certificate equivalent to one-half tuition for a three-credit course (one certificate for each student per semester placed at the agency) will be presented to the agency to be made available to any employee the agency wishes to designate.

________________________________________
Signature of Program Director for College

________________________________________
Signature of Executive for Agency
PART III

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

NASW is the largest membership organization of professional social workers in the world with more than 155,000 members. The NASW supports the professional development and growth of the nation’s social workers, and advocates for sound social policies that improve life for all people. Our members are accomplished practitioners, educators, researchers and policy makers, who are employed in a wide range of settings in rural, suburban and urban communities. Join as a student and get the Social Work journal, NASW News paper, substantial savings on books and monographs, reduced insurance rates, and, most importantly, membership in your professional organization. Membership packets are available from any social work faculty member. Student membership is about one-third of the cost for regular membership and, if you join while a student, you only pay one-half of the regular member dues for two years following your graduation.

National Association of Social Workers web page, 2011, Silver Spring, Maryland.

CODE OF ETHICS

The code identifies core values on which social work’s mission is based, summarizes ethical principles that reflect the profession’s core values, establishes a set of specific ethical standards that guide social work practice, and provides the basis on which the public can hold a practitioner accountable.

Summary of Principles

• Social worker’s primary goal is to help people in need and address social problems;
• Social workers challenge social injustices;
• Social workers respect the inherent dignity and worth of the person;
• Social workers recognize the central importance of human relationships;
• Social workers behave in a trustworthy manner;
• Social workers practice within their areas of competence and develop and enhance their professional expertise.

COMMENTS FROM GRADUATES:

1. Prior to entering the Social Work Program at CSC, I was indecisive about choosing a career path. Once I learned of Social Work and all the possibilities and opportunities that Social Work has to offer, I was enlightened. The Social Work Program at CSC is an accredited program that utilizes an eclectic approach. It provides students with a sense of self awareness, skills, and tools to be successful in the future. The three professors are incredibly supportive, knowledgeable and they each have very unique teaching styles. Today I am very grateful for having the experience of graduating from the Social Work Program at CSC.

   Lisa Brown, BSW, ’10

2. The program and professors in the social work program at Castleton State College has been my greatest asset in following my aspirations to become a social worker. I feel that the social work program has thoroughly prepared me to be a devoted, knowledgeable, and skilled social work professional.
3. Exceptional learning experience. Hands-on field placement unlike any other I’ve ever had because it gives you real-world experience, so you get a real good idea of what you are getting yourself into before you do it.

   Charlie Mae Johnson ’10

4. All in all my education at CSC and in the social work program has been very positive and hopefully will reflect in the way I carry out the mission of social work.

   Sheila Hoyt ’00

5. The thing that I like the most about the social work program is the support group that it forms within itself.

   Jona Holden ’00

6. Overall, I am confident and pleased with the education I’ve received at Castleton. I have experienced valuable lessons and feel prepared to accept the challenges of social work in my professional career.

   Annette Loso ’00

7. Overall, I believe that Castleton has a very strong social work program. I do feel prepared to go into the field as a generalist practitioner.

   Jessica Mansfield ’00

8. I think on the whole, I have enjoyed most all of my experiences in the social work Program.

   Michelle Senecal ’00

9. I believe the CSC Social Work Program faculty is a talented group of individuals that has a great deal to offer students pursuing the field of social work. Janine Small ’99

10. The best part of my social work program has been the two semesters of field experience that I have currently completed. Through field I was able to put theory into practice. It was exciting to apply theories and models that I have learned to real life client situations. I really cannot think of what I liked least about my social work program. Danielle Wasirick ’99

11. Attending smaller classes was a plus. It allowed the student to become familiar with his or her classmates and gave the student a chance to know their professors better. In other words, the experience was more personal.

   Rhonda Lee ’99

12. What I like about the CSC Social Work Program is that there are three very different professors who each have their own unique style of teaching.

   Kerrie Fisher ’95

13. The confidence and knowledge I have gained from the Social Work Program are invaluable.

   Alix Langer ’95

14. I look at my education as a puzzle. Coming into the program, I had a frame with scattered pieces within. This was provided by my values and beliefs. As I took classes more and more pieces to the puzzle came together and a picture was forming. Now as I am in my final semester the puzzle is almost complete. I look at what I have learned through my classes and see it as a whole experience instead of a bunch of different ones.

   Jennifer Maxham ’95
15. Once I got through the difficulties associated with transferring into the CSC Social Work Program, I found that I was given the tools and the opportunity to learn and grow in ways I hadn't in other programs. Vicki Farnham ’95

16. I look back at CSC with much fondness—it was a time of real learning and personal growth for me. It seems strange now, but I learned one of the most important lessons in the first few days at CSC. The question regarded the "meaning" of gaining an education. After much passionate discussion, a clear, almost whispered answer came: "Education means learning what is possible." I take this with me day-to-day now and remember with affection those early days...and all that have followed. Donna M. Durkee, MSW, CSC ’89

17. It was in the Castleton BSW program that I acquired my social work identity, values, skills, and much of my knowledge base. The faculty was there to challenge and inspire me. The high academic standards prepared me for success in graduate school. Kristina Williams, MSW, CSC ’93

18. CSC gave us a good foundation for starting our professional practices. It inspired us to continue our education in the social work field. Frank Reed, MSW and Cheryl Reed ’82

19. The CSC program gave me a lot of insight into what people actually need in the community. The program really gave me a fuller view of the holistic approach. Gary Chapin ’91

20. The CSC social work program gave me an eclectic approach. I learned a little about a lot of things. As a nontraditional student, I felt like I still got the benefit of the program. Pat Szabo, MSW, CSC ’81

**IS A CAREER IN SOCIAL WORK IN YOUR FUTURE?**

By Becky Turner, DSW, ACSW, LCSW
Jacksonville State University, Jacksonville Alabama

If you think you would like a career in social work, you are not alone. As of 2011 there are more than 300 Master of Social Work degree programs in the United States, more that 650 BSW degree programs, and 90 doctorate programs. It appears that social work is a popular field of study. With this many students preparing for careers in social work one might think the job market is flooded with too many social workers looking for employment opportunities in a wide variety of settings both public and private, where social workers perform a wide range of tasks using a myriad of skills.

But if you are concerned about job opportunities, consider the following employment settings and roles as possibilities for the baccalaureate social worker:

- Nursing home  
- Hospital  
- Home health agency  
- Public school system  
- Public health  
- Child care group home  
- Foster care  
- Daycare  
- Protective services  
- Crisis intervention  
- Management/administrator  
- Research
The employment opportunities in the social work profession are numerous. The National Association of Social Workers (NASW) defines social work’s primary mission as “…to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.” (NASW Code of Ethics 2005). When working with people to enhance or restore social functioning, social workers are concerned with the interactions between people and their social environment. Those interactions might be enhanced or restored by using the following interventions:

1) Counseling at the individual, group, or family level;

2) Linking people with resources, services, and opportunities to improve their functioning;

3) Bringing about change in environmental systems, institutions, and organizations so they become more responsive to people's needs;

4) Bringing about changes in existing policies and creating new policies that provide for people's needs and well-being.

5) Managing/administering programs.

DO YOU HAVE THE QUALITIES NEEDED TO PURSUE A CAREER IN SOCIAL WORK?

Let's take a look at some of the qualities necessary for social work practice. Do you care about people? Social workers need to have the ability to be empathetic with others; to be able to understand the other person's feelings. This is not to say that one must feel as the other person feels. That is sympathy. Empathy is an understanding of another's feelings.

DO YOU VALUE INDIVIDUAL DIFFERENCES?

An important quality that a social worker must possess is a non-judgmental attitude. While social workers are not expected to agree with or approve of the values and behaviors of other people, it is imperative that social workers communicate a non-judgmental attitude toward others. Acceptance of others and a belief in the worth and dignity of every human being are values which the social work profession holds dear. They are values, which are conveyed through non-judgmental behaviors.

CAN YOU KEEP A SECRET?

In social work it is expected that the client's confidentiality will be safeguarded. Social workers must be able to respect a client's right to privacy. By respecting a person's privacy, the social
worker affirms that person’s worth and dignity. Protecting a client's confidentiality shows respect for that person and builds trust.

DO YOU LIKE A CHALLENGE?

If your answer to this question is yes, then social work may be for you. Social workers employ problem-solving skills when working with individuals, families, groups, organizations, and communities. Social workers are challenged by the variety of problems presented to them by the client systems they serve. Problems vary by type and degree of severity. Social workers are challenged to creatively seek out and develop resources to assist with the different problems and client systems, which they encounter, in their social work experiences. Social workers are challenged to be advocates for those who are unable to advocate for themselves. Groups needing a social worker’s advocacy include children, the aged, the disabled, minorities, and the poor.

CAN YOU MAKE TOUGH DECISIONS?

Social workers make decisions every day. Some decisions are easy, such as deciding when to schedule appointments. Other decisions are difficult, such as whether to take an abused child into protective custody and place that child in a foster home. Social workers frequently make decisions, which are considered to be ethical dilemmas. Ethical dilemmas pose difficult and painful challenges to social workers. They involve deciding which ethics, among the ethics subscribed to by the social work profession, and should take precedence in situations with clients. For example, clients may reveal information potentially threatening to someone else. Taking preventative action by revealing the information to law enforcement officials and to the person who is threatened involves revealing information, which a client shared in confidence. The ethical dilemma involves making a choice between two ethics: preserving or protecting human life and confidentiality. What makes decision-making in ethical dilemmas like this one difficult is that there are no clear-cut guidelines available for their solutions. Can you make hard decisions like these and follow through with them? If your answer is yes, then social work may be the profession for you.

DO YOU HAVE GOOD INTERPERSONAL SKILLS?

Do you get along well with others? Good communication and listening skills are needed by social workers. If you have good interpersonal skills you are in a position to further develop those skills for social work practice. You will add skills such as confrontation, support, limit setting, self-disclosure, and others to your interviewing skills.

CAN YOU WORK AS A TEAM MEMBER?

Good interpersonal skills make it easier for people to work cooperatively with others. In social work there are many opportunities for you to work with other professionals on interdisciplinary teams using a team approach. An interdisciplinary team consists of team members from different professions who are all involved in the client's treatment plan. It is common for medical, legal, educational, and social work professionals to work together on interdisciplinary teams in an effort to develop and implement the best treatment approach for their clients. If you enjoy working cooperatively with others, then social work might indeed be a good career choice for you.

Our thanks to our colleague Becky Turner for her permission to reprint this article.
DO YOU WANT TO KNOW MORE?

If you do, then consider making an appointment with one of the social work faculty in the Department of Sociology/Social Work/Criminal Justice. Luther Brown, David Ellenbrook, or Lillian Jackson will be happy to discuss the social work curriculum with you and answer any questions, which you might have about careers in social work.

The Council on Social Work Education accredits the BSW program at Castleton State College.

Appendix A: PROGRAM TRANSFER OF CREDIT POLICIES

All transfer credits in social work are reviewed and approved by the Social Work Program Director in cooperation with the registrar’s office. This review entails catalog description, possible review of course syllabi, and the accreditation of the institution and program. Students must have earned a C or better for a course to transfer. The Program cannot accept in transfer professional social work courses that were not taken at a CSWE accredited program. The Program does not grant social work course credit for life experience or previous work experience. Each student’s transcript is reviewed on an individual basis, as is the determination of credits to be granted. The one-credit field component can be waived for prior experience of credit given for fieldwork in a non-accredited program. The final thirty credits must be taken at Castleton to earn a degree. The field practicum is a senior level course thus students cannot take it elsewhere and be graduated from CSC.

Appendix B:

TRANSFER RECOMMENDATIONS FOR CCV & CSC SOCIAL WORK PROGRAM
FALL 2010

Students transferring from CCV who have acquired the AA degree in Human Services tend to target a two-year period for the completion of their BSW. Usually these students must collapse second and third year requirements into a single year (See BSW suggested pattern for completing courses on CSC’s Social Work website).

The following strategy is suggested for students interested in obtaining the BSW from CSC. Within CCV’s Human Services Concentration prospective BSW candidates should take the following courses:

- SWK 1010: Introduction to Human Services
- PSY 1010: Introduction to Psychology
- SOC 1010: Introduction to Sociology
- ANT 1010: Introduction to Cultural Anthropology
- SWK 2011: Human Behavior in the Social Environment
- BIO 2011 & 2012: Human Anatomy and Physiology I & II
- MAT 2021: Statistics I
- EDU 2860: Community & Work Experience (if social work placement)*

*The above 3- credit field placement course can be substituted for CSC 1 credit introductory field experience course if it is a social work placement.
The above recommendations do not include the full range of courses needed to meet CSC's "Core Requirements". See CSC Catalog for Frames of Reference course requirements which some CCV courses would fulfill. For example, PHI 1040 Intro to Logic fulfills a CSC World Views Frame of Reference requirement.

A relatively smooth transition into the BSW program is possible when the above strategy is followed.

Prospective students must be advised of the official admissions process for entering the BSW program.

(Lillian Jackson, CSC SWK Program Director, 12/15/09)

CASTLETON STATE COLLEGE OF VERMONT
SOCIAL WORK ARTICULATION AGREEMENT WITH
ADIRONDACK COMMUNITY COLLEGE-1999?

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<tr>
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<tr>
<td>MAT 127</td>
<td>MAT 2021</td>
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<td>ANT 101</td>
<td>ANT 1010</td>
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<tr>
<td>BIO 103</td>
<td>BIO 1010</td>
</tr>
<tr>
<td>BIO 107</td>
<td>BIO 2011 (4 credits)</td>
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<tr>
<td>BIO 108</td>
<td>BIO 2012 (4 credits)</td>
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<td>SOC 215</td>
<td>SWK 1010</td>
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Adirondack Equivalencies
For students with fewer than 12 credits

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<tr>
<td>ENG 101</td>
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<td>CIS 125</td>
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No equivalent

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<th>Castleton General Education Requirements</th>
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<td>ENG 101</td>
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<td>PSY 101</td>
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Appendix: C: PHI ALPHA HONOR SOCIETY
A NATIONAL HONORARY SOCIETY FOR SOCIAL WORK STUDENTS

PURPOSES

“Through knowledge – the challenge to serve”

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals of education for social workers and invites into membership, those who have attained excellence in scholarship and achievement in social work. Presently over 156 chapters including Castleton State College (2000) are in existence. The chapter name assigned to Castleton State College Social Work Program is Iota Rho.

1. An undergraduate student is eligible for membership after achieving the following national requirements and meeting local chapter requirements:
   A. Declared social work as a major
   B. Achieved sophomore status
   C. Completed 8 semester hours of required social work courses.
   D. Achieved an overall grade point average of 3.0 (on a 4.0 scale)
   E. Achieved a 3.5 grade point average in required social work courses.

Appendix: D: SOCIAL ISSUES CLUB

The purpose of the Social Issues Club is to engage in activities, which seek to improve a social condition (s). These activities may take various forms including self-education, public education, advocacy, direct help to people and sponsorship of events. Most of the members are social work majors, but any student who is interested in human service/social welfare issues is welcome. In addition, the Social Issues Club provides a forum for interaction among social work students and faculty.

Appendix E: Advisory Board
A group of social workers, interested parties, students and clients who act as advisors to the Social Work Program.
Appendix F:  National Association of Social Worker’s Website
Homepage:  www.socialworkers.org

Appendix G:  ADVISEMENT POLICY AND PROCEDURES

All fulltime program faculty are responsible for both the academic and professional advising of social work majors. Advising serves to ensure that program goals and objectives are met within the learning context of Castleton State College. In addition, students are enabled to enroll in the proper courses at the proper time and are also helped to continuously clarify their professional needs and career goals. To these ends, the following guidelines are established:

1. All students are expected to conference with their advisor at least twice per year. They must meet with their advisors prior to registration for each semester’s course selection.
2. Students may not enroll in social work courses without the consent of their advisor.
3. Advisors are available through the offices of the academic dean and the social work program director.
4. Any student can select a preferred social work faculty as advisor upon permission of that faculty.
5. Social work faculty are available to advisees on a continuous basis by either an appointment or drop-in when needed.
6. Faculty office hours are posted on their office doors each semester. Students can access their advisor by telephone, email, and voicemail to schedule an individual appointment.
7. Only social work faculty provides official advisement of social work majors.

Appendix H: Program Brochure
(Enclosed)

Revised fall 2011 by Lillian Jackson