

Baccalaureate Social Work Program Student Handbook

Bachelor of Social Work Program
School of Education and Behavioral Sciences
Pineville, Louisiana 71359

*Revised Fall 2023

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ACCREDITATION

The Louisiana Christian University Bachelor of Social Work Program is accredited at the Baccalaureate level by the Council on Social Work Education (CSWE). The following is the contact information for CSWE:

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***Louisiana Christian University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The following is the contact information for SACSCOC:

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WELCOME MESSAGE

Welcome to the Louisiana Christian University Bachelor of Social Work (BSW) Program. The BSW faculty are excited that you have chosen to pursue a vocational calling in the field of social work. You are preparing for one of the most exciting, challenging, and rewarding careers. The field of social work has numerous areas of practice opportunities with a broad range of client populations, resulting in social workers' enhancement of the quality of life for individuals, families, communities, and society as a whole.

This handbook has been designed to provide information about the profession of social work and the BSW program's policies and procedures, including important aspects of entering and graduating from the program. Students are required to read the BSW Student Handbook and be familiar with its content. Please use this handbook to guide and assist you, referring to it often throughout your time in the program. It is also accessible on the University website under the undergraduate Social Work Program page. This handbook is to be used in conjunction with the Louisiana Christian University Catalog and Student Handbook.

The BSW Program at Louisiana Christian University is grounded in a Christ-centered worldview and teaches students to exemplify their faith in the services they render to others through the profession of generalist social work practice. The BSW Program blends the values and ethical principles of the profession (NASW Code of Ethics) with the values of the Christian faith taught at the University to ensure that our students are well prepared to meet the everyday demands of a world in need, while demonstrating respect and dignity for all human beings.

Social Work students are part of a professional program that meets the requirements of CSWE's accrediting body for all social work programs in the United States and is congruent with the University's and BSW Program's Mission Statements. The Louisiana Christian University BSW Program will equip social work students for entry level generalist social work practice and will prepare students for future studies in graduate schools of social work. We welcome any suggestions about, additions to, or deletions from the material contained in this handbook to improve the quality of education offered through the Louisiana Christian University Social Work Program.

We look forward to getting to know each of you!

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Ms. Bobbye Roberts Biography:

Bobbye Roberts came to the LCU Social Work Program in 2011 with a 17-year history of social work practice experience. She has been a Licensed Clinical Social Worker in Louisiana since 1997. She worked for 16 years as a therapist for community mental health centers, which included out-patient counseling and partial hospitalization programs. Ms. Roberts' other work experiences include serving as a program director for a children's in-patient psychiatric unit, individual/family/group counseling, home health social work, and student counseling services at Louisiana College (now Louisiana Christian University).

Ms. Roberts serves as the BSW Program Director and Associate Professor of Social Work, teaching multiple courses across the curriculum. She previously served as the Field Education Director for 6 years. Ms. Roberts serves as co-sponsor for the Social Work Students' Club and Phi Alpha National Social Work Honor Society. She is active in the community, serving as a board member for the Cenla Homeless Coalition Continuum of Care (CoC) and facilitating a GriefShare group at her church. Ms. Roberts is a member of the Association of Christians in Health and Human Services (ACHHS), and the Phi Alpha National Social Work Honor Society. She co-authored the BSW Program Reaffirmation Self-Study in 2012 and led and co-authored the BSW Program Reaffirmation Self-Study in 2021. Ms. Roberts has presented at the NACSW (North American Association of Christians in Social Work) Conference, as well as local forums in the community. She was also instrumental in assisting with development of the new MSW program at Louisiana College and has co-authored grants which were awarded for both the MSW and BSW Programs.

Mrs. Roberts feels honored to teach at her alma mater, where she met her husband, Kevin, with whom she has served alongside in full-time ministry for the past 30 years. They have three sons and two daughters in law. Ms. Roberts enjoys spending time with her family and going on their annual family beach trips. She also loves serving her church family where her husband is pastor.

Ms. Maggie Bridges Biography:

Maggie Bridges came to the LCU Social Work Program as full-time faculty in 2017. She previously served as an Adjunct professor in the program for the 2016-17 academic year. Ms. Bridges has been a Licensed Master Social Worker in Louisiana since 2013 and a Licensed Clinical Social Worker since 2017. She is also a Board Approved Clinical Supervisor. Ms. Bridges previously worked with the Rapides Parish School System as a school social worker for 3.5 years. Her other work experience includes serving as a therapist in an out-patient mental health facility, providing individual, family, and group therapy.

Ms. Bridges serves as an Assistant Professor of Social Work, teaching multiple courses across the curriculum. She also serves as the Field Education Director, developing potential internships, placing students, and overseeing field practicums. Ms. Bridges is a co-sponsor for the Social Work Club and Phi Alpha Social Work National Honor Society, of which she is a member. Mr. Bridges feels honored to teach at her alma mater, where she met her husband, Chris. They have two sons, Beckett and Sawyer, and a newborn baby girl, Quinn. Ms. Bridges enjoys spending time with her family, serving in her church, and traveling.

Ms. Victory Lindo-Lemons Biography: (Dean of the School of Education and Behavioral Sciences)

Mrs. Victory Lindo-Lemons' formative years were enriched by the experience of being an "Army Brat," as her father dedicated his life to service in the Armed Forces, while her mother transitioned from a role as a stay-at-home parent to that of an elementary educator. Mrs. Lindo-Lemons achieved her academic milestone at Louisiana Christian University, culminating in a Bachelor of Arts degree in Music.

Her scholastic journey led her back to the hallowed halls of Louisiana Christian University, where she masterfully attained a Master of Education in Educational Leadership, emblematic of her commitment to the advancement of pedagogical methodologies. Currently, she stands at the status of "ABD" at Northcentral University, to attain a Doctor of Education in Curriculum and Teaching, underscoring her unwavering dedication to scholarly exploration.

Mrs. Lindo-Lemons' professional odyssey boasts a plethora of roles, ranging from her pedagogical endeavors in the realm of English Language Arts instruction within middle school precincts to her supervisory capacities as an Instructional Coach, Lead Teacher, and Assistant Principal at both middle and high school arenas. She also holds mentor teacher and content leader certifications from the Louisiana Department of Education, further attesting to her expertise and leadership.

Her mantle has expanded to encompass the position of Dean within the esteemed School of Education and Behavioral Sciences. Concurrently, she teaches within the TEACH alternative certification program, supporting educators with the tools for their instructional journeys.

In her personal narrative, she is anchored by a family consisting of her husband, Tony, a native of Alexandria, Louisiana, and her cherished children: her son, Immanuel, and her daughters, Lyric and Melody. Beyond the realm of academia, Mrs. Lindo-Lemons finds solace and joy in the leadership of worship, indulgence of gaming, and the ritualistic consumption of copious cups of coffee.

Her spiritual journey finds expression through her participation in the Heart of Worship congregation, where her melodic offerings grace the praise team. Through her association with Louisiana Christian University, she stands as an alumna, her dedication to the cultivation of educators standing as a source of immense pride.

I. UNDERSTANDING THE SOCIAL WORK PROFESSION, 1.0

1.1 Generalist Social Work Practice: Mission, Purpose, and Values

To understand the social work profession, one must gain an understanding of social work's purpose, its mission, and values. Robert Barker (1999) defines social work as "the applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people" (p. 455). One must also understand the concept of generalist social work practice which is the foundation of all baccalaureate social work programs. The Association of Baccalaureate Social Work Program Directors (BPD) defines generalist social work practice as:

Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process based on scientific inquiry to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. (BPD, 2018, Definitions)

A further understanding of the purpose of the social work profession is articulated by the CSWE 2015 EPAS:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (CSWE, 2015, EPAS: Purpose)

The mission of the profession is stated in the preamble of the National Association of Social Workers [NASW] Code of Ethics: (NASW Code of Ethics, 1996, rev. 2017)

The primary mission of the social work profession is 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..... (1)

1.2 Value Base of Social Work Practice

The mission of the social work profession correlates with the six core values of the profession identified by NASW Code of Ethics (1996, rev. 2017, p. 1): service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. This value base expresses ideas about people, how they should be treated, and the quality of life that should

be available to all human beings. From social work's beginnings, practitioners have embraced these values, and they add to the unique perspective of social work's foundational purposes. The Louisiana Christian University Bachelor of Social Work Program seeks to integrate the values of the Christian faith with learning opportunities that enhance and complement social work's professional values.

Each core value identified by NASW is listed below and is accompanied by an ethical principle which guides social work practice.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent worth and dignity of the person.*

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

1.3 Social Work Ethics

“Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.” (BPD, 2018, Definitions) Ethics in social work has to do with the way we practice and carry out the profession's mission. The Code of Ethics gives us guidelines to deal with pressing issues in the field. Louisiana Christian University Social Work Students are educated about the core values, ethical principles and standards found in the “Code,” as these are integrated throughout the social work curriculum. Social work students applying for program admission are expected to sign a statement indicating their understanding of the core values of the social work profession and agreeing to attempt to reflect the principles that flow from them in carrying out the mission of the profession which is to enhance human well-being and to help meet the needs of all people. Students in the BSW program have access to the NASW Code of Ethics through several means. They can access it through the URL retrieval link found below, as well as in several textbooks used throughout the curriculum.

Students take an ethics course (SW 450), their senior year, coinciding with their Field Practicum, in which they purchase an individual copy of the NASW Code of Ethics. Students will use the information in the “Code” throughout their social work education and in their professional practice as a social worker.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

1.4 Social Work Terminology

The following are key terms that a social worker must have a keen understanding of, as they are the foundation of the profession. However, these are by no means an exhaustive list of important concepts in this field:

Generalist Social Work Practitioners

Generalist Practitioners “use a wide range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings” (Council on Social Work Education [CSWE], 2014, p. 7).

Diversity

Human Diversity: “the range of differences between peoples in term of race, ethnicity, age, geography, religion, values, culture, orientations, physical and mental health, and many other distinguishing characteristics.” (The Social Work Dictionary, Robert L. Barker, 1999)

Micro-level Practice

“Micro-level practice is the term used by social workers to identify professional activities that are designed to help solve problems faced primarily by individuals, families and small groups.” (The Social Work Dictionary, Robert L. Barker, 1999) Micro practice is more direct intervention because services are delivered directly to clients (face-to-face).

Mezzo-level Practice

“Mezzo-level practice is social work practice with families and small groups. Important activities at this level include facilitating communication, mediation and negotiation, and educating and bringing people together.” (The Social Work Dictionary, Robert L. Barker, 1999) Mezzo focuses on changing systems that affect clients directly.

Macro-level Practice

“Macro-level practice is social work practice aimed at bringing about improvements and changes in the general society. Such activities include some type of political, community organization, public education, campaigning and the administration of broad-based social services, agencies, or public welfare departments.” (The Social Work Dictionary, Robert L. Barker, 1999)

Social Justice

“Social justice is an ideal condition in which all members of a society have the same basic rights, protection, opportunities, obligations and social benefits” (The Social Work Dictionary, Robert L. Barker, 1999).

Culturally Sensitive Practice

“In Social work, the process of professional intervention while being knowledgeable, perceptive, empathic, and skillful about the unique as well as common characteristics of clients who possess racial, ethnic, religious, gender, age, sexual orientation, or socioeconomic differences”(The Social Work Dictionary, Robert L. Barker, 1999).

Person-In Environment Perspective

“A Perspective used by social workers to understand clients experiencing difficulties with their roles, self-perceptions, and expectations in their interactions with others and in the context of their surrounding environment.” (Segal, Gerdes, Steiner, 2016, p. 505)

Strengths Perspective

“A view that emphasizes using clients’ strengths, resources, support networks, and motivations to meet challenges: focus is on clients’ assets rather than problems or dysfunction” (Segal, Gerdes, Steiner, 2016, p. 506).

1.5 Generalist Social Work and the BSW Degree

Upon completion of a Bachelor of Social Work degree, students who have been educated from a generalist practice perspective are qualified to serve in many different contexts of practice and to carry out a variety of roles. Social workers seek to work with diverse populations at multiple levels of practice (individual, family, group, communities, and organizations) using varied techniques and interventions to help improve the well-being of those served. Social workers have the opportunity to work in public, private, for profit, or non-profit organizations and agencies. These agencies may target areas such as mental health, child welfare, healthcare, developmental disabilities, criminal justice or school social work, to name a few. No matter the setting, social workers are well-trained to engage with client populations, assess the client (s) situation, develop a plan of action or intervention, implement the intervention, and evaluate the outcomes. BSW graduates are also well prepared to enter MSW graduate programs, which emphasize the generalist perspective as well as specialty area(s) of practice.

1.6 Professional Organizations

There are many professional organizations available to those who become social workers. The following list is only a limited number of those groups:

NASW: The National Association of Social Workers is the national professional membership organization which addresses issues of concern to social workers. It provides

opportunities for continuing professional development through meetings and seminars. Students are eligible to join at a special student rate and can apply for membership online. The local NASW meetings are held monthly at noon. Students are encouraged to attend these meetings. They provide an excellent opportunity for professional socialization and for networking when it is time to apply for a job.

ACSW: Academy of Certified Social Workers. This certification is awarded to master's level social workers (MSWs) who are NASW members with two years of supervised experience, provide 3 reference evaluations (one from MSW supervisor and two from colleagues, document 20 hours of Continuing Education, and agree to abide by the NASW Code of Ethics, with subjugation to the NASW adjudication process.

CSWE: Council on Social Work Education. This is the accrediting body for schools of social work. It establishes educational standards for both graduate and undergraduate social work programs. Membership of this organization consists of social work faculty, deans, students, and practitioners. Membership benefits include access to CSWE publications, discounts to annual meetings, and being able to have a voice in the community through many aspects of committees, tasks forces, and avenues for public policy making.

NACSW: The North American Association of Christians in Social Work (NACSW) is a non-profit Christian social work organization whose mission to equip members to integrate Christian faith and professional social work practice. NACSW welcomes Christian social workers of all denominations. Members of NACSW represent a rich diversity of Christian denominations and traditions. Membership is available to students.

IFSW: International Federation of Social Workers. The IFSW is a global organization striving for social justice, human rights and social development through the development of social work, best practices and international cooperation between social workers and their professional organizations.

1.7 Louisiana Licensing and Credentials:

Louisiana has multi-level licensing/credentialing for professional social workers. Any person who has a BSW or MSW degree is required by law to obtain licensure/credentialing in order to **practice social work** in the state of Louisiana. For detailed information regarding credentialing and licensing, please see the LABSWE website at <https://www.labswe.org/>

According to Louisiana State Board of Social Work Examiners (LABSWE):

Social work practice is the professional application of social work values, theories, and interventions to one or more of the following: enhancing the development, problem-solving, and coping capacities of people; promoting the effective and humane operations of systems that provide resources and services to people; linking people with systems that provide them with resources, services, and opportunities; developing and improving social policy; and engaging in research related to the professional activities. The practice of social work

includes but is not limited to clinical social work, planning and community organization, policy and administration, research, and social work education. (LABSWE, licensee info)

Listed below are the levels of licensure/credentials in Louisiana:

LCSW: Licensed Clinical Social Worker. This is the title given to master's level social workers licensed to engage in independent practice of social work in Louisiana. To be licensed at this level, the MSW must meet certain criteria which include at least 5,760 hours of postgraduate practice of which 3,840 hours shall be under supervision of a board-approved clinical supervisor (BACS), payment of a fee, and the passing of a national social work exam.

LMSW: Licensed Master Social Worker. This credential is awarded to master's level social workers who pay the appropriate fee and pass a social work exam approved by the state board. This level may engage in agency-based supervised advanced practice.

CSW: Certified Social Worker. This is a temporary certification which entitles the Master of Social Work graduate to perform the duties and responsibilities within the scope of practice of the licensed master social worker for up to three years, while pursuing licensure through passing the examination approved by the board.

RSW: Registered Social Worker. This credential is available to graduates of CSWE accredited undergraduate social work programs and is obtained by making application to the state social work licensing board and paying the required fee. If a graduate plans to work as a social worker in Louisiana with a BSW degree, he/she **must be registered** with the state board. This level may engage in agency-based generalist social work practice.

II. LOUISIANA CHRISTIAN UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM

2.1 Louisiana Christian University Mission Statement

Louisiana Christian University is a Christ-centered community committed to academic excellence where students are equipped for lives of learning, leading, and serving.

2.2 Social Work Program Mission Statement

The mission of the Louisiana Christian University Bachelor of Social Work Program is to prepare students within an academically challenging, Christ-centered context to become competent, compassionate and ethical generalist social workers who facilitate effective change in their communities and across the globe.

2.3 Relationship of Social Work Program Mission to the University Mission

The mission of Louisiana Christian University forms the foundation from which the Social Work Program builds its identity and curriculum. The Social Work Program is fully compatible with the overall mission of the institution in its commitment to a liberal arts education characterized by academic excellence within the context of a Christ-centered community. In turn, The Bachelor of Social Work Program is strongly supported by the administration in this endeavor. Not only do students leave the program with a broad knowledge of many important fields, including history, language, science, the arts, communication, and religion, but students also leave with the ability to think, speak, and write critically. These abilities, along with specialized knowledge, values, and skills pertaining to the social work curriculum, result in students graduating who are capable of effecting advanced levels of change in our society and in our world, thus fulfilling the Christian principle reflected in Proverbs 31:8-9, “Speak up for those who have no voice...defend the cause of the oppressed and needy.”

2.4 Overview of the Louisiana Christian University Social Work Program

2.5 Program History

Social work courses were first offered within the Sociology Department of Louisiana Christian University in 1962. At that time, four social work courses were offered as electives within the sociology major. These courses were taught by adjunct instructors from the local professional community. By the fall of 1976, a concentration in social work had evolved which included seven core courses and a field practicum component. A full-time MSW was hired at that time to coordinate the program and a second full-time MSW was hired in the fall of 1989. The social work program at Louisiana Christian University was granted initial accreditation by CSWE in October of 1993 and from that time, began offering a Bachelor of Social Work Degree. After the initial 1993 accreditation, the program was re-accredited in 1997. The program was up for re-accreditation in 2005, received an extension until 2006, and was fully reaccredited in June, 2007. In the fall of 2013, the program received reaccreditation, and most recently, in the fall of 2021, the BSW Program was reaccredited for another eight-year cycle. The BSW Program is housed in the School of Education and Behavioral Sciences

2.6 Brief Program Description

Students who complete the requirements of the social work program obtain a Bachelor of Social Work degree at the time of graduation. The social work major consists of 39 hours of social work courses and 9 hours of allied courses. Three of these 9 hours are satisfied in the central curriculum requirements. All social work majors must earn a grade of “C” or better in the 39 hours of social work courses.

The social work curriculum is developed from a general to a specific knowledge base with a strong foundation in the liberal arts. The curriculum emphasizes the Person In Environment (PIE) and the Strengths perspectives as core organizing principles that students learn to engage clients from. In addition, students obtain an understanding of human behavior, human diversity, and the values and ethics of the profession. The curriculum is designed so that it can be completed in four years, however, with the increasing numbers of students entering University with multiple dual enrollment credits, it is possible to complete the program in less than four years.

2.7 Louisiana Christian University SW Program Goals:

1. The program will produce students who competently apply generalist social work knowledge, values, and skills as they engage as leaders in diverse communities.
2. The program will produce students who will be capable of ethically integrating Christian values with their practice, as well as the values and ethical principles of the social work profession, in a rapidly changing world.
3. The program will train students who continually seek to understand human diversity and social justice issues and who will be skilled at engaging and advocating on behalf of vulnerable populations affected by these issues at the local, regional, national, and global levels.
4. The program will prepare students to become career-long learners who critically think about the populations they serve and the contemporary issues of our society, using an informed knowledge base.

2.8 LCU Social Work Program Competencies and Expected Learning Outcomes:

In keeping with CSWE2022 EPAS requirements, each graduate of the social work program is expected to understand and demonstrate proficiency of each of the following nine competencies with 20 correlating behaviors. Integration of faith and practice is emphasized throughout the social work curriculum and has been added as a 10th competency by the Louisiana Christian University BSW Program, with 2 correlating component behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. 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

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

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. 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.

Competency 5: Engage in Policy Practice

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

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

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Distinctive to Louisiana Christian University Social Work Program: Ethically Integrate Faith with Practice

Social workers:

- a. Examine and reflect upon one’s personal faith worldview, as well as the worldview of others, in order to understand how one’s Christian values contribute to and potentially conflict with one’s practice in the profession. Use this understanding to ethically integrate faith with practice.
- b. Apply one’s understanding of diversity and the “Strengths Perspective” in order to work effectively with a broad spectrum of client’s (s’) spiritual, religious, and faith experiences, while being guided by the Christian principle of respect and love for all persons, as they are believed to be created in the “Imago Dei” (image of God).

***Attainment of these outcomes is accomplished through adherence to the curriculum design and successful completion of assignments in each course in the social work program. Degree of attainment is measured through evaluation of the student’s academic performance in embedded assignments in each class, and through evaluation of the student’s demonstration of the correlating component behaviors in the field practicum.

2.9 Program Evaluation:

Louisiana Christian University Social Work Program takes evaluation of student and program outcomes seriously, in order to ensure the best possible curriculum planning and implementation of a comprehensive BSW program that demonstrates student competence in social work knowledge, values, and skills. The Evaluation Process is comprehensive and includes a combination of the following methods and measures in order to improve and refine the program:

- **Embedded course assignments**—Faculty use rubrics to aid in evaluation of papers, projects, presentations, exams, skill simulation through role plays, critical analysis writing assignments, community service learning, etc, (explicit assessment)
- **Field Practicum Supervisor Evaluations** at Mid-point and Final using SWEAP and the Recommended Grade for Placement Form (explicit assessment)
- **Individual course, professor, and program evaluations completed by the student** (implicit assessment)
- **External assessment instruments** – SWEAP Entrance and Exit Surveys completed by students (implicit assessment)

2.10 Social Work Program Academic and Professional Advisement

2.10 a. Academic Advisement

Social work majors are assigned a faculty advisor when they declare their major. The two full-time social work faculty members serve as advisors for all social work majors. Students may declare a major at Louisiana Christian University upon admission to the University. Once the major is declared, social work faculty collaborate, and the BSW Program Director assigns an advisor to the student. Both full-time faculty gain access to the student's online files in case a need arises in the absence of the assigned advisor.

Formal advising is part of the registration process each semester, and faculty members spend at least 30-45 minutes with students, to ensure quality advising and to build connections with students. Advising takes place over a 4-week period approximately mid-semester, with each student classification registering over the course of one week, beginning with Seniors and ending with Freshman. Social Work faculty use the "Calendly" app to schedule advising sessions. When meeting with each student, advisors review the student's curriculum worksheet which shows progression through the major and minor with all courses completed and courses still needed. Any questions or concerns the student may have are addressed. The needed courses for the following semester are decided upon and input into the Jenzabar registration portal. A physical copy of the schedule is recorded on the student's Academic Advising Form, signed by both advisor and student, along with any additional notes, and are maintained in the student's physical file in the department's administrative offices. The specified weeks for academic advising do not preclude the student or advisor requesting a conference to discuss the student's academic progress at any other point throughout the semester. Social work faculty are readily available to collaborate with students to assist them in achieving academic and professional success. Louisiana Christian University social work faculty members are expected to stay up to date on academic counseling procedures through attendance at University trainings, workshops, faculty meetings, and outside readings and resources available to them.

2.10 b. Deficiency Reports, Early Alerts, and Referral to Student Support Services

Deficiency reports are distributed to faculty advisors by the Registrar during the first half of the semester to determine if a student is having difficulty with grades and/or attendance in one or more courses. If a deficiency occurs, then the advisor will request a conference with the student to discuss a plan for the student to resolve the deficiency. Also, course instructors use early alerts for course deficiencies or concerns by using the platform Dropout Detective that is integrated with our LMS, Canvas. This allows the instructor to communicate with staff at Student Success Center (SSC) to arrange for tutoring, etc. and to contact other important allies, such as coaches, counselor, etc. The SSC provides an array of services to aid students in achieving academic success, such as tutoring services for all students and special accommodations for students who qualify for these services. Upon the first major failing grade in a course, professors are required to send an alert to the SSC through this process. The student's major advisor is also notified at this time so that the advisor can discuss these concerns and a plan of action with the student. Early alerts typically occur prior to deficiency reports.

2.10 c. Professional Advising

Professional advising is important to make sure a student is fully informed of the many aspects of social work as a career choice, and to increase a student's self-awareness about their own level of professionalism and readiness for the field, or lack thereof. Professional advising of BSW students is most often performed by full-time program faculty. BSW faculty often have candid conversations with students concerning areas of vulnerability and encourage them in ways they can improve and grow in various aspects of professionalism. Faculty strive to build trusting relationships with students early on so that these types of conversations are communicated and received in a positive manner. One way these relationships are established early in the student's academic career is through the University's newly established First-Year Experience which includes a year-long freshman mentoring program (est. Fall 2020), whereby new students are paired with faculty in their area of interest and/or major, for the purpose of weekly mentoring or coaching. This is an extension of the University Connections course (CC 100) which is required for all new students. Through the University Connections course and the Freshman First Year Experience Mentoring Program, students participate in a "Focus 2" career assessment, and pursuant group and individual discussions with their faculty mentor to explore their talents and interests, and aspects of careers that are best suited for them. They also discuss other areas of concerns or questions they may have about any aspect of the University experience. Currently, one of the BSW full-time faculty serves as the faculty mentor for new freshmen who have declared or are interested in declaring social work as a major. Additionally, the BSW Program faculty meet regularly to discuss concerns related to specific students, whether it be academic in nature, or personal issues that may be interfering with the overall academic experience. If deemed necessary, the advisor or faculty member will contact the student to meet with them for the purpose of addressing these concerns, and to determine a possible course of action. This may involve a referral to the Center for Counseling and Career Services, which includes mental health counseling, academic counseling, and health services. This Center includes an advising and career planning center that builds upon the Freshman Experience. If such a referral takes place, then the Louisiana Christian University Campus Counselor or Career Advisor in this area will meet with the student to continue the professional advising process. Additionally, a student may request a meeting with either of the full-time BSW Program faculty members for the purpose of professional advising at any time by contacting them through Canvas messaging, email, or phone. Social work faculty members post their office hours on each course syllabus, in the Canvas course "Welcome" module, and on their office doors, for students to set appointments to discuss issues important to them. Faculty have an open-door policy during office hours, as long as they are not in another meeting. Finally, as part of the preparation for the Field Practicum, students meet individually with the Field Education Director after submitting their Field Application to discuss potential placement opportunities and the BSW program's professional expectations and preparation for placement. Also, prior to beginning the field experience, students attend a Field Orientation Session, in which they receive the Field Manual, and the Field Director clearly communicates professional expectations both verbally and in writing.

2.11 Ethical Conduct & Professionalism

The Louisiana Christian University BSW Program recognizes the importance of the ethical practice of social work with all client populations and in any type of agency setting or level of

practice. Thus, when engaging in course observations or activities in the community, volunteerism through the program, and field practicums, Louisiana Christian University social work students are expected to abide by the values and ethical principles reflected in the current National Association of Social Work (NASW) Code of Ethics. As previously mentioned on p. 8 of this manual, copies of this code are available online and through various course resources. Social Work students at LCU are also expected to practice within the framework of the Christian values and ethics set forth in the Baptist Faith and Message (2000), for which a link is included in Appendix E of this handbook. The LCU BSW Program maintains that students preparing for a career in social work are expected to demonstrate a high level of professionalism. Demonstration of professionalism is exhibited through all forms of communication, one's dress/outward appearance, punctuality, self-awareness, respect for others, and valuing diversity without imposing one's own values on others. It is important to remember that professionalism demonstrated during the student's time in the program, including field practicum, can have a significant impact on references that faculty members or field supervisors may later be asked to provide. Also, failure to abide by these standards of professional conduct may jeopardize a student's grade, program admission or continuation in the program. A violation of this policy may warrant a meeting with faculty to remediate the specific situation.

2.12 Statement of Non-Discrimination

It is the policy and practice of the Louisiana Christian University BSW Program to conduct all aspects of the program without discrimination. In doing so, the program reflects a commitment to the core values of both the Christian faith and the profession of social work. A student should bring any concern(s) related to discrimination to the attention of social work faculty and/or the BSW Program Director. The BSW program adheres to the nondiscrimination policy of the institution as stated in the current Louisiana Christian University Faculty Handbook.

According to LCU Policy 801.0, Louisiana Christian University does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, age, marital status or disability in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, athletic or other University-administered programs, employment procedures, training programs, promotion policies, or other related personnel practices.

2.13 BSW Program Respect for Diversity Statement:

As social work faculty, it is our desire to model respect for students from diverse backgrounds and perspectives, both in and out of the classroom. Students are encouraged to bring diversity of thought into discussions that will challenge both professors and students to think critically and cautiously about the issues at hand. The diverse background of a student, as well as diverse perspectives, can be of great benefit, causing others to grow and develop in his/her worldview. It is our goal to be respectful of diversity in all areas. While respectfulness may not always equal agreement, each student will be treated with dignity and worth, as we believe every human is created in the image of God. Your suggestions on ways to improve the effectiveness of this endeavor within the learning environment and the social work program are welcomed and appreciated.

2.14 Louisiana Christian University Respect for Diversity within and without the Christian Community

According to the Louisiana Christian University Catalog page titled, “The Identify, History, and Mission of the University,

The University affirms the value of diversity within the Christian community and attracts students from a variety of denominations. The presence of dedicated Christian faculty and staff members from other Christian denominations affirms the faith of these students from other traditions and provides spiritual mentorship for them. Students without a Christian faith commitment are welcome in this community of learning and are treated with respect. (Beliefs and Values section)

2.15 Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Louisiana Christian University does not discriminate on the basis of disabilities in the operation of its programs. No student, considered to be disabled, shall be subjected to discrimination, or excluded from the participation in the BSW program. A student with a disability is protected by the Americans with Disabilities Act and eligible for reasonable accommodation to provide an equal opportunity to meet academic criteria. Classrooms, residence halls, auditoriums, and other public facilities provide accessibility or alternate locations and services for persons with physical impairments. Following acceptance for admission, a student who has a physical and/or learning disability that qualifies under Section 504 of the Rehabilitation Act and who desires modifications or accommodations should contact the Director of the Student Success Center for information and guidance (487-7629). This voluntary notification is helpful in planning and arranging suitable accommodations and assuring satisfactory adjustments to the campus environment. Documentation must be provided from the Office of Disabilities for accommodation needs to be met.

All students are measured by the same academic standards. Those students who have greater needs may choose to enroll in the Student Success Program Through this program, extensive individualized tutoring is arranged. Assistance is provided with note taking, study skills, time management, research, paper writing, etc. Tapes and electronic copies of texts are available. Test accommodations can be arranged, e.g., within a distraction-free environment or with extended time. There is an additional tuition fee for enrollment in the Student Success Program. For more information, contact the director of the Student Success Center.

2.16 Louisiana Christian University Sexual Harassment Policy & Violence Against Women Act Policy and Procedure

“Louisiana Christian University is committed to responsibly investigating all discrimination and harassment as outlined by Title IX.” “The University will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment.” (LCU Student Handbook, Title IX Policy, Appendix A).

All faculty members of Louisiana Christian University are required to report any information received regarding a student that may involve Title IX-related information. It may be in relation to sexual harassment (quid pro quo or hostile environment), sexual violence, stalking, or interpersonal violence. If a student needs to speak with someone regarding an issue that may fall

under one of these categories, and would like that information to be kept confidential, the student may contact the University Counselor or Coordinator of Health Services.

Violence Against Women Act Policy and Procedure

Louisiana Christian University does not discriminate on the basis of sex in its educational programs and sexual harassment and sexual violence are types of sex discrimination. Other acts can also be forms of sex-based discrimination and are also prohibited whether sexually based or not and include dating violence, domestic violence, and stalking. As a result, LCU issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether the incident occurs on or off campus and when it is reported to a University official. In this context, LCU prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the University community. For the extensive Violence Against Women Act Policy and Procedure, see the LCU Student Handbook, Appendix B.

***Student who are in a field practicum are to be aware of and inform themselves with the field agency's sexual harassment policy.

2.17 BSW Program Student Safety Policy

The LCU Social Work Program seeks to ensure the safety of the student, not only in field practicum (See p. 22 of Field Practicum Manual, **Student Safety**), but also in other volunteer and observation settings and/or assignments sponsored by the program. The BSW program faculty will make every effort to only allow students to observe and volunteer in agency settings that have sound safety policies and practices and that agree to train and orient the student in regard to these policies and procedures. The student needs to be prepared to engage in safe social work practices that may affect his/her own safety as well as the safety of others. In addition, the agency settings and environment where students observe and volunteer need to be conducive to student safety and security, as well as promote safe practices that reduce risk of harm. As part of the BSW curriculum, especially when specifically assigned observation and volunteer projects outside of the classroom, the student will be educated about concepts and techniques related to safety. Safety concerns and policies will be addressed and discussed as part of that particular course or club project/assignment. If a student has a particular concern about personal safety that is unable to be resolved, the student will be offered an alternative assignment and may withdraw from the observation/assignment at any time.

2.18 BSW Program Ethical Use of Technology and Social Media Policy

As part of social work professional and ethical conduct, a student will not be allowed to use technology or social media to contact any client of any agency with whom the student may come into contact with through an observation assignment in a class, volunteer work, or the Field Practicum, for any personal reason. Also, the student may not take pictures of or video any client, nor post any personal information about a client on any social media platform. Students will be learning specifics about these ethical violations over the course of their social work

curriculum. If a student does not abide by this policy, they may jeopardize their grade or status in the program. It is our desire to respect and promote client confidentiality and professionalism.

III. BSW Curriculum & Program Requirements, 3.0

3.1 BSW Recommended Curriculum Design

| *designates Social Work core courses | Fall | Spring | Yearly Total Hours |
|--------------------------------------|---|--|--------------------|
| First Year | Social Work 101* (3) English 101 (3) Religion 105 (3) History 104 (3) Math 101; 111; or 115 (3) H/PE 100 (1/2 term) (1) CC 100 (.5) | English 102 (3) Religion 106 (3) History 105 (3) ES 103 (3) ES Lab or natural science lab (1) CA 150 (3) CC 102 (.5) | |
| Total Hours: | 16.5 hours | 16.5 hours | 33 hours |
| Second Year | Social Work 250* (3) Psychology 220+ (3) English 200 or 201 (3) PS 225 (3) Natural Science (3) H/PE (1/2 term) (1) | Social Work 251* (3) Fine Arts (3) Foreign Language (3) Elective/minor (3) Elective/minor (3) | |
| Total Hours: | 16 hours | 15 hours | 31 hours |
| Third Year | Social Work 325* (3) Social Work 349* (3) RL 305 (3) Elective/minor (6) | Social Work 326* (3) Math 211+ or SW 359+(3) Social Work 429* (3) Elective/minor (6) | |
| Total Hours: | 15 hours | 15 hours | 30 hours |
| Fourth Year | Social Work 350* (3) Social Work 380* (3) Psychology 413+ (3) Elective/minor (5) | Social Work 436* (6) Social Work 438* (3) Social Work 450* (3) | |
| Total Hours: | 14 hours | 12 hours | 26 hours |
| Total Degree Hours: | | | 120 hours |

*Designates core courses which constitute the social work major.

+Designates allied courses in the major. This is a suggested curriculum design and may be adjusted to meet each individual student's academic needs. The curriculum design does not factor in dual enrollment credits, summer courses, or courses taken at another institution which may be eligible for transfer.

3.2 Bachelor of Social Work Course Descriptions

The social work major consists of twelve social work courses, totaling 39 semester hours. In addition, there are four allied courses, one of which is built into the central curriculum, that the social work major must take. Descriptions of the twelve core social work courses, allied courses, and social work electives are stated below.

***Consistent with CSWE's Educational Policy and Accreditation Standards, it is the policy of this program that academic course credit will not be given for a student's life experiences or previous work experiences.**

Core Social Work Courses:

Social Work 101: Introduction to Social Work and Social Welfare

A survey course which examines the social work profession: its origins and relationship to the global social welfare system, value-based practice, ethical standards, and introductory exposure to generalist social work practice. Students are required to complete a volunteer component at a social service agency. Students are also introduced to the APA writing style. Credit three hours.

Social Work 250: Social Work Practice I

Further examination of generalist social work practice, including practice behaviors related to the social work planned change process. Social work with individuals and family systems is emphasized. This course is limited to social work majors and minors. Prerequisites: Social Work 101. Credit three hours.

Social Work 251: Social Work Practice II

This course is a sequel to Social Work I with special emphasis on social work practice behaviors in working with groups. Prerequisites: Social Work 101, 250, or permission of the instructor. Credit three hours.

Social Work 325: Substance Abuse and Addictions

This course focuses on the bio-psychosocial aspects of substance abuse and addiction in a variety of social contexts, preparing the social work student or related helping professional to competently engage the client(s) in a generalist practice setting, who is either directly or indirectly impacted by this growing problem in our society. Prerequisite: For Social Work majors: SW 101, SW 250 and SW 251. All other majors: junior or senior standing. Credit 3 hours

Social Work 326: Understanding Child Abuse & Neglect

An examination of child abuse and neglect and societal response, from a historical and theoretical perspective. Special emphasis is placed on examining symptoms and causes of child neglect, physical abuse, sexual abuse and emotional abuse. Information is provided about programs available that provide child welfare services, such as child protection, foster care and adoption. Prerequisites: Social Work majors: SW 101 and

junior standing; All other majors: junior standing or permission of the instructor. Credit three hours.

Social Work 349: Human Behavior and the Social Environment

This course examines those interacting systems which influence human behavior: individual, families, groups, organizations, and communities throughout the life course. It examines the ecological approach and the biophysical, psychological and social influences on human behavior, with a special emphasis on diversity. Micro, mezzo, and macro issues of the life course from pregnancy through late adulthood are examined. Credit 3 hours

Social Work 350: Social Research Methods

This course is an introduction that includes qualitative and quantitative research content to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for generalist social work practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. APA writing skills will be used for this course and its assignments. This course may be taken by social work majors and minors only. Prerequisite: SW 359 or MA 211. Credit three hours.

Social Work 380: Social Work Practice III: Organizations and Communities

A macro level practice course focusing on organizations and communities and taught from generalist social work perspective. This is the third course in the social work practice series and is required for social work majors. Prerequisites: SW 101, SW 250 & 251, SW 347 & SW 350. Credit three hours.

Social Work 429: Social Welfare Policy and Analysis

An examination of the area of policy practice with special emphasis on those forces which create social welfare policy and on those skills necessary for policy analysis. This course is for social work majors who are admitted into the program. Prerequisite: Junior/Senior standing. Credit three hours.

Social Work 436: Field Practicum

This course consists of supervised field experience totaling 410 hours in a local social service agency. Primary focus is on application of competencies and practice behaviors required by the social work program and CSWE. The emphasis is on integrating classroom knowledge with application in a field setting with attention on social work with individuals, families, groups, organizations, and communities. Prerequisites: Student must have been admitted to the Social Work Program, must have an overall GPA of 2.5, completed all of the social work courses except SW 438 & SW 450. (Exceptions are made on an individual basis, with approval from the Program Director and Field Education Director—**See Field Practicum Procedures: Placement Prerequisites**) Students must make application for Field Practicum at the end of the junior year and plan

to complete field work during the senior year as a block placement, preferably in the spring semester, however, depending on the student's individual graduation plan, a fall placement may be necessary. Credit six hours.

Social Work 438: Field Seminar

This is a senior social work standing course which requires a weekly on-campus integrative seminar with the program's Field Education Director as well as other students in Field Practicum. The emphasis is on integrating classroom knowledge with application in a social work field setting with individuals, families, groups, organizations, and communities. Prerequisites: Student must have completed all social work courses except SW436 and SW 450. Credit three hours.

Social Work 450: Social Work Ethics

This is a social work course for seniors that place emphasis on social work ethics and contemporary generalist social welfare issues. The course is designed to help students learn to integrate the NASW Code of Ethics into their field experience, academic experience and their professional experience following graduation. Credit three hours.

Required Allied Courses (9 Credit Hours)

Mathematics 211: Elementary Statistics

Data and samples, descriptive statistics, regression, probability distributions (binomial, normal, t, chi-square), hypothesis testing, estimation of parameters, analysis of variance. Prerequisite: MA 100 or MA 111. Departmental standard calculator required. Credit three hours.

OR

Social Work 359: Applied Statistics for the Social Sciences (also PY 359)

This course provides an overview of the use of statistics in the social sciences and seeks to analyze and evaluate statistical analysis through a Christian worldview. In addition, a survey of the use and application of the Statistical Package for the Social Sciences (SPSS) and PSPP, a comparable software program, will be studied. Credit three hours.

Psychology 220: Introduction to Psychology

This course provides students with a basic understanding of how psychologists interpret and research human behavior. Psychology influences the way we understand ourselves and the interactions with people connected to us. This class seeks to analyze and evaluate these psychological perspectives through a Christian worldview. Students must be sophomore level or higher. Credit three hours

Psychology 413: Abnormal Psychology

A study of the major categories of psychological dysfunction including theory, etiologies, diagnosis and treatment. Prerequisite: PY 220. Credit three hours.

Elective Social Work Courses

Social Work 400: Special Topics in Social Work

The investigation of special areas in social work. Some special topics that have been taught are: *School Social Work, Working With Children, and Crisis Intervention*, etc. Prerequisites: junior/senior standing or permission of the instructor. Credit three hours.

Social Work 433: Death and Dying, Grief and Loss (also PY 433)

A study of the social-psychological processes of dying, death, and bereavement across the human life-span and with awareness to various cultures. It also explores practical applications to helping others with death related experiences through the use of individual, family, community, social groups, and institutional components. Prerequisites: junior/senior standing. Credit three hours.

Social Work 449: Directed Study in Social Work

Emphasis on critical evaluation of theoretical and empirical writing in a specialized area of social work for majors with strong scholastic achievements. Credit one to six hours.

3.3 Social Work Minor

The Louisiana Christian University Social Work Program also offers a minor in Social Work which requires 15 hours of course work. The curriculum for the minor is as follows:

| | |
|--------------------------|---|
| Social Work 101: | Introduction to Social Work and Social Welfare |
| Social Work 326: | Understanding Child Abuse and Neglect |
| Social Work 349: | Human Behavior and the Social Environment |
| 2 Social Work Electives: | Any 6 hours of 200/300/400 level courses in Social Work |

While a minor in social work is not accredited by CSWE, the minor will prepare non-social work students to apply for and potentially enter graduate programs of study in human service fields, including MSW programs. However, these students are not eligible for MSW Advanced Standing. The minor will also help students in other majors to better understand the field of social work and the numerous programs that serve a large number of the population in our contemporary society both locally and globally.

3.4 Admission to the Social Work Program

3.4 a. Declaration of the Major

Students admitted into the institution through the University's admission procedures may declare Social Work as a major at any time and may take certain courses required in the social work curriculum prior to being admitted to the program. Those courses include SW 101, SW 250, and SW 251. It is recommended that new students who know their choice of social work as a major declare the major their first semester upon entering University. This will ensure appropriate academic advising and help students to develop their curriculum plan to complete their studies in at least four years. With permission of the BSW Program Director, students transferring into the major from a different major may be allowed to take certain courses not listed above, prior to

program admission, due to extenuating circumstances.

3.4 b. Admission to the Social Work Program and Application Process

Students desiring admission to the Social Work Program must meet the following criteria:

1) Successfully complete a minimum of 30 credit hours of university curriculum. The courses must include, but are not limited to the following courses:

Natural Sciences (4 hours; 3-hour lecture; 1 hour lab)

English 101* & 102*

History 104 & 105

Psychology 220

Social Work 101*

Math 101;111; or 115

CA 150

*Adherence to the suggested social work curriculum design makes it possible for a student to complete these courses by the end of the first semester of the student's sophomore year of University. If a student is enrolled in any of the courses above at the time of application, program admission will be provisional upon successful completion of the course(s)

**Courses requiring a grade no less than "C" are marked by *

2) Earn a cumulative G.P.A. of at least a 2.5 by the time of application and maintain that 2.5 G.P.A. for graduation, while earning no grade less than a "C" in all core social work course requirements. Students must also earn a "C" or better in English 101 & 102 per University requirements.

3) A student will be notified in writing when he or she has met requirements to apply for admission to the program. Upon notification of eligibility for program admission, the student will complete and submit the program application form to the Director of the Social Work Program. **See Appendix A** for this application form. While a copy of this form will be provided to the student with the notification letter, it can also be located online on the program's web page: <https://lcuniversity.edu/academics/undergraduate-programs/school-of-human-behavior/bachelor-of-social-work/>

As part of the admission application, student applicants agree in writing to several pre-admission statements that help to ensure truthfulness in disclosure, understanding of admission and grievance policies and procedures, and a commitment to the social work profession's values, principles, and mission.

4) Following submission of the admission packet to the Director of the Social Work Program, the student will be scheduled for an admission interview with the Admissions Committee. The Admissions Committee is composed of the two full-time social work faculty members and 1-2 professional social workers from the local community. The purpose of the interview is to assess the student's understanding of social work and the level of commitment to this profession as a career choice. The interview, combined with the admission application, serves as an overall

assessment of the student's personal value system, level of self-awareness, and evaluation of the student's strengths and limitations.

5) Upon completion of the interview and assessment by the Admissions Committee, the student will be notified in writing by the BSW Program Director of the decision regarding acceptance into the BSW Program. The student will also be given an interview feedback form to inform the student of how the Admissions Committee perceived the student's strengths, areas for growth, and any other helpful feedback, in order to aid the student in the process of on-going self-reflection and growth required by this profession.

3.5 Transfer Students

Students transferring to Louisiana Christian University must first have their transcripts evaluated by the Registrar's Office upon admission to the University to see if required criteria has been met for specific courses to transfer. Social Work courses completed at other universities must be from CSWE-accredited programs. Also, as described in the Louisiana Christian University Catalog, *Academic Policies - Credit Evaluation*, "Credit hours from academic institutions accredited by an agency recognized by CHEA must carry a grade of at least a "B" to be transferred." Therefore, since CHEA recognizes CSWE, this policy applies to any social work course being transferred from a CSWE accredited program.

The BSW Program Director evaluates the course(s) to make sure that the coursework was completed at a CSWE-accredited program, that the coursework meets the program goals and objectives, and that specific course objectives are met to determine course equivalency. Transfer students need to provide a copy of the syllabi used in social work courses being offered for transfer. The syllabi will be a major consideration in the transferring of course credit. If a course does not meet equivalency criteria, students will not be able to transfer the course for credit for a core social work course, however, the course may be able to be used for electives required for the degree. Students transferring to the Social Work Program at Louisiana Christian University must declare social work as their major and meet the required admission criteria listed for all social work majors in the BSW Program Student Handbook as described previously in section **3.4 a & b**, in order to be considered for program admission.

***Consistent with CSWE's Educational Policy and Accreditation Standards, it is the policy of this program that academic course credit will not be given for a student's life experiences or previous work experiences.**

3.6 Policies and Procedures for Evaluating Academic and Professional Performance

3.6 a. Grading Policies

The BSW Program follows the Grading System of the University as stated in the current Undergraduate University Catalog under the tab *Grading Information*, Section titled, *Grading System*: "Louisiana Christian University employs a 4-point grading system with the standard marks, "A," "B," "C," "D" and "F" as acceptable grades." The BSW Program also follows University policy concerning the requirement that, "a grade of 'C' or better must be earned in

each course of the major field of study” (Louisiana Christian University Undergraduate Catalog Graduation Requirements).

The BSW program faculty specify their course grading policies and methods of course evaluation in each course syllabus and communicate these verbally to students on the first day of class each semester. The syllabus is posted on the Course Dashboard in Canvas under the Syllabus tab. Each syllabus includes the grading scale, specifications of weighted grading if applicable, and a brief description of each method of evaluation used in the course, such as exams, papers, projects, etc. Course instructors frequently use rubrics for certain course and competency assessments, which are typically provided to students in advance by posting the rubric along with assignment instructions in the Canvas Course Dashboard. Based upon students’ performance and final grade averages, final grades are assigned to students for each course and submitted to the Registrar office upon completion of the semester.

3.6 b. Policies Related to Repeating Courses:

If a student earns less than a C, the student must repeat the course if they still desire to continue in the major. The BSW Program follows the University academic policy relevant to repeating courses, found in the current Undergraduate Catalog, under the tab ***Registration Information: Repeating Courses***, and is stated as follows:

Students may repeat courses but will receive credit only once toward fulfillment of requirements for a degree. A student may have the prior grade removed from the cumulative GPA in the following circumstances: Courses in which the student earned a grade of D, F, FA or WF may be repeated and have the prior grade removed from the cumulative GPA. However, the University limits the number of times students may attempt a credit-earning course to three, and limits the number of times students may attempt a remedial, add-on-credit course to two...A student may have the prior grade removed from the cumulative GPA in the following circumstances: Courses in which the student earned a grade of D, F, FA, W, WP, or WF may be repeated and have the prior grade removed from the cumulative GPA. **Courses repeated under this policy must be repeated at Louisiana Christian University.**

It is the policy of this program that students may not progress through the social work curriculum as a social work major if a grade of less than a “C” is earned in a core social work course. Also, in order to apply for the BSW program, a student must have earned an overall 2.5 GPA and maintain that in order to remain in the program and to eventually apply for Field Practicum. In the event that a student is unable to earn a “C” or better, even after repeating the course, and if a student has declared social work as a major, but has not yet met criteria for program application, the student’s advisor may encourage the student to choose another major so that the student does not lose too many credit hours in a major in which they may not be able to achieve success. The advising process plays a crucial role in helping a student to determine a corrective course of action, and in overall student success.

3.6 c. The Importance of Academic Integrity in Evaluating Academic and Professional Performance

Issues of academic integrity are related to both academic and professional performance, and the Louisiana Christian University BSW Program places utmost importance on such matters. The NASW Code of Ethics serves as a valuable guideline for matters of academic integrity. One of the core values of the social work profession is integrity, and there are several standards in the Code that address the issue. Standard 4.04 specifically states “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.” It also states in Standard 4.08b, “Social workers should honestly acknowledge the work of and the contributions made by others.”

In emphasizing the importance of the core social work value of integrity, the BSW program holds students accountable with high standards for the integrity of their academic work, which are meticulously examined by program faculty to determine whether any form of plagiarism or compromise of academic integrity has taken place. All research papers are required to be submitted using the turnitin integration tool, and faculty are expected to communicate APA Style expectations to each of their classes. As an extra measure to communicate expected standards to students and to better equip them with the tools they need to properly cite their research, the BSW program hosts an APA workshop annually that all students are required to attend. If concerns of academic integrity violations arise, the BSW program faculty follow all academic policies and procedures set forth by the University. These are explicated thoroughly in the Louisiana Christian University Student Handbook, and can be accessed through the following link: <https://lcuniversity.edu/campus-life/student-handbook/>

In addition, each course syllabus contains a University Policy Acknowledgement stating that students have accessed and read all University Policies and have read the **Undergraduate Student Expectations**. Students must complete the Syllabus Acknowledgement Form stating that they have read and understood these policies, prior to gaining access to course material in Canvas. which includes the following statement on academic integrity.

Plagiarism & Academic Dishonesty

Because the primary purpose of Louisiana Christian University is to be a community of learning and free inquiry and because the university seeks to create an environment that encourages the development of moral and ethical values, the university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense.

Academic dishonesty violates the bonds of intellectual, spiritual, and moral principles foundational to all knowledge. Furthermore, academic dishonesty may defraud those who eventually will depend upon the integrity of learning and scholarship. Academic integrity, therefore, must be the concern and the responsibility of all members of the university community, students, faculty, staff, and administrators.

Academic integrity violations (Academic Dishonesty) encompass any acts that comprise or subvert the integrity of the educational or research process. These offenses include, but are not limited to plagiarism, misrepresentation, fabrication, cheating, stealing, impeding fair and equal access to the educational and research process, and misrepresenting or misusing one’s relationship with the University.

Students who evidence an unwillingness or inability to conduct themselves in accord with university standards and any other rules and regulations of the University, either on or off the campus, shall be subject to disciplinary action. Disciplinary expulsion, suspension, and probation may become a part of the permanent record.

A definition of these violations and the process for adjudicating such violations are found in the LCU Student Handbook....

A student may not use the drop, withdrawal, or resignation process to avoid an “F” that is given for violations of the Code of Academic Integrity.

3.6 d. Evaluation of Students’ Professional Performance

As stated previously in section *2.11, Ethical Conduct and Professionalism*,

The Louisiana Christian University BSW Program recognizes the importance of the ethical practice of social work with all client populations and in any type of agency setting or level of practice. Thus, when engaging in course observations or activities in the community, volunteerism through the program, and field practicums, Louisiana Christian University social work students are expected to abide by the values and ethical principles reflected in the current National Association of Social Work (NASW) Code of Ethics. As previously mentioned on p. 8 of this manual, copies of this code are available online and through various course resources. Social Work students at LCU are also expected to practice within the framework of the Christian values and ethics set forth in the Baptist Faith and Message (2000), for which a link is included in Appendix E of this handbook. The LCU BSW Program maintains that students preparing for a career in social work are expected to demonstrate a high level of professionalism. Demonstration of professionalism is exhibited through all forms of communication, one’s dress/outward appearance, punctuality, self-awareness, respect for others, and valuing diversity without imposing one’s own values on others. It is important to remember that professionalism demonstrated during the student’s time in the program, including Field Practicum, can have a significant impact on references that faculty members or field supervisors may later be asked to provide. Also, failure to abide by these standards of professional conduct may jeopardize a student’s grade, program admission or continuation in the program. A violation of this policy may warrant a meeting with faculty to remediate the specific situation.

3.7 Grievance Policies and Procedures relevant to Grading

Academic Appeal Procedure

The following grievance procedure should be used if a student does not agree with a final grade earned in a course. The BSW Program follows the policy outlined in the Louisiana Christian University Student Handbook, 2019-2020, p. 30, which states:

A student who questions the validity of a test grade or final grade must pursue the following steps when appealing.

1. Student must confer with the faculty member with whom the problem is questioned. Students should schedule a meeting with the instructor explaining that they would like to appeal a test grade or a final grade and why they feel the grade that they received is not

correct. Before the meeting, the student should review the class syllabi and gather any documentation that shows any variance.

Following the meeting with the instructor, if the student is still not satisfied with the solution by the instructor, the student should

2. Consult with the appropriate department coordinator, division chair and/or dean. Students should schedule a meeting with the department coordinator, division chair, and/or as soon as possible after meeting with the instructor of the course. If there is a department coordinator, students should meet with the coordinator before meeting with the division chair. Students should only meet with a division chair if there is no department coordinator or if the student is still not satisfied with the results of the meeting with the class instructor. The student should bring the class syllabi and any pertinent information and documentation to the meeting with the coordinator, chair, and/or dean. Students should also be prepared to give a detailed summary of the meeting with the class instructor. If after the meeting with the division chair and a satisfactory explanation or solution has not been found,

3. The student may set forth the grade appeal in writing and submit the letter in a sealed envelope to the Provost/Vice President for Academic Affairs located in Alexandria Hall, Room 131. The appeal should be filed no later than thirty (30) days after the grade has occurred to assure that materials relative to the matter will still be available for review. Students should give a detailed explanation in the letter of why they think there is a problem or the grade is incorrect. The student should attach the course syllabi along with any documentation showing why the grade is not correct. The student should also explain the details and the results of the meetings with the course instructor and the department coordinator, division chair, and/or dean. Students should list their telephone number and address on the letter submitted.

4. The Provost/Vice President for Academic Affairs will contact the faculty member (course instructor) to request a written response to the student appeal.

5. The Provost/Vice President for Academic Affairs will review the response from the faculty member and the appeal to render a decision.

6. If needed, the student and/or faculty member may be contacted for a meeting with the Provost/Vice President for Academic Affairs.

7. The Provost/Vice President for Academic Affairs will make a decision regarding the grade and will submit the ruling in a letter to the student.

8. The Provost/Vice President for Academic Affairs decision will be the final action for the grade.

3.8 Student Retention

The Bachelor of Social Work Program at Louisiana Christian University is committed to student engagement and retention. The faculty members work to ensure that all students in the program have the support and encouragement they need to complete their degree. The retention policy is twofold in that the education and welfare of our students is extremely important to the well-being of the program and that the program produces competent generalist social work practitioners. The Social Work Program has an ethical and professional obligation to ensure that students pursuing and completing the program meet the CSWE Educational Policies and

Standards of Accreditation. Acceptance of less than competent performance in the program and the profession may potentially pose a threat to the communities and populations we serve. Students are required to meet the standards set forth in the 2022 EPAS of CSWE by integrating and applying competencies and their component behaviors in all phases of the educational process in the Social Work Program. If a student fails to meet these standards, then student enrollment in the program can be terminated after due process of the program guidelines for termination, to be explained in the following section. Also, a student's enrollment in the program may be jeopardized by the student not adhering to the LCU Student Code of Conduct as described in the Louisiana Christian University Student Handbook. Again, social work faculty advisors will make every effort to assist a student who is struggling, whether in the area of grades or personal issues, and to obtain any necessary referrals to aid the student in working toward resolution of these issues.

3.9 Termination from Program

After admission to the program, a student's program enrollment may be terminated under the following circumstances:

- 1) Failure to abide by the values and ethical principles reflected in the NASW Code of Ethics and/or the BSW Program's Code of Ethical Conduct and Professionalism as stated in section 2.11 of this handbook.
- 2) Failure to abide by the Student Policies and Student Code of Conduct of Louisiana Christian University, outlined in the LCU Student Handbook.
- 3) Violation of the University Code of Academic Integrity. See the Section on Academic Integrity in this handbook and the Louisiana Christian University Student Handbook for a more detailed explanation of academic integrity.
- 4) Failure to maintain the 2.5 GPA required for admission to the BSW Program and continuance in the program.
- 5) Termination of student's enrollment at Louisiana Christian University.
- 6) Failure to develop and implement a successful action plan to correct performance deficiencies within the time limit of the arrangement developed with the student's academic advisor.
- 7) Failure to complete the Field Practicum on an approved schedule with the Field Education Director, or because of deficiencies in student's performance in the field, resulting in removal from field practicum. ****Termination from Field Practicum and a remediation plan for this circumstance is found in the BSW Field Practicum Manual** (See Academic Grievance Policy and Remediation Plan).

3.9 a. Grievance Procedures related to Program Termination for Academic or Professional Reasons

If concerns arise related to the potential termination of a student from the Social Work Program at Louisiana Christian University for any of the reasons stated, the social work faculty members will meet with the student to discuss the concerns and develop a plan of corrective action that will be written and signed by all parties involved. The student will remain on a probationary or suspension status until the time specified in the written plan, while terms of remediation take place. The remediation plan will be reviewed at stated time to determine if student has met

requirements to be removed from probationary status, or to see if plan needs to be renegotiated. If the issue is unable to be resolved, the BSW Program Director and program faculty have the authority to terminate the student from the program.

Students wishing to appeal the social work faculty's decision regarding termination or suspension from the program, or in relation to a grade, should follow the academic complaint procedures found in section 3.7 of this handbook, Grievance Policies and Procedures relevant to Grading, Academic Appeals Process, and outlined in detail in the Louisiana Christian University Student Handbook.

IV. Field Practicum Procedures: 4.0

4.1 Placement Prerequisites

In order to be considered for Field Practicum, the student must have earned an overall GPA of at least 2.5 and must have completed all social work courses, except for Social Work 436, 438, and 450. The student must have made prior application, completed interviews, attended the social work program's student orientation, and must have the Field Practicum Director's permission to start the placement. In a situation where the student has remaining courses to take (along with SW 436, 438, & 450) the following policy will apply:

- In order to take 1 additional class (total of 15 hours) the student must have, at the time of application, at least a 3.0 GPA overall.
- In order to take 2 additional classes (total of 18 hours) the student must have, at time of application, at least a 3.5 GPA overall.

*Any exceptions to the above policy must be made first through an appeal to the BSW Program Director, and if needed, through an academic appeal with the Provost/VPAA's office.

4.2 Application to Field Practicum

At the end of the junior year, social work majors who have met the prerequisites for the placement can make application to begin Field Practicum for the spring semester of their senior year. Application forms may be obtained on-line or from the Social Work Department. A copy of this form is located in Appendix C1 of the Field Practicum Manual. This form must be completed and submitted to the Field Education Director by the semester prior to Field Practicum.

Students can express their preferences concerning Field Practicum assignments through the application process. Where possible, a student is placed at the agency of choice, if the agency requested can provide the experiences necessary for the student and if the agency is able to take a student for the entire block placement. This is not always possible. In such situations, alternative arrangements are made.

Once application for the Field Practicum has been made, the Field Education Director meets with the student to discuss Field Practicum possibilities. The Field Education Director will then collaborate with the potential agencies and supervisors in order to secure a placement which can

best meet the student's learning needs. The Field Education Director will give the student the name and number of the designated supervisor, and the student is then responsible for arranging an interview within 1-2 weeks. Following the interview, the Field Education Director will contact the agency supervisor to confirm the agency's and supervisor's receptiveness toward placement of this student. If it is determined that the student is a fit for the agency, plans are finalized for the student to begin placement. Representatives of the University and of the agency sign a formal Inter Institutional Agreement when the decision about placement is made. (See Appendix C2 of the Field Practicum Manual) The student may not begin placement until this formal agreement is signed and returned.

4.3 Special Circumstances

1) In rare instances where a student is working at an agency, special arrangements can be made for the practicum to be completed at that same agency. This would necessitate agency approval and a change of responsibilities and supervision for the student to ensure that learning experiences are social work-oriented and different than those of the student's employment. Also, field supervision must be distinct from employment supervision, even if performed by the same person.

2) A social work intern may be paid at the discretion of an individual agency, however, the student should not be considered an employee of the agency while fulfilling the role of an intern.

3) In the event that a CSWE-approved and LABSWE registered/licensed social worker is not on-site at an agency, a Louisiana Christian University social work faculty member, other than the Field Education Director, will serve as the student's Field Supervisor. The faculty supervisor will meet with the student weekly to perform all of the duties of the agency field supervisor and will also coordinate with any on-site task supervisor concerning the student's educational needs and assessment of student's learning goals. Both the LCU Faculty Field Supervisor and the agency task supervisor will meet with the Field Education Director at the agency for the mid-term site visit.

4) While international Field Practicums and interstate placements that are purpose-oriented are encouraged, the BSW Program Director and BSW Field Education Director must approve in advance such circumstances, due to how senior year courses may be affected. Currently, the senior courses SW 450 (Ethics) and SW 438 (Field Seminar) are not regularly offered in a distance learning format and are meant to be taken concurrently with the Field Practicum, SW 436. Advance planning (6-12 months) with the Field Education Director and Course Instructors are necessary when out of state/country placements are desired, in order to accommodate the aforementioned learning needs, and to approve any potential DIS (Directed Independent Study) courses that may result from these types of placements.

4.4 Selection of Agencies

Selection of agencies to serve as Field Practicum sites is based on the following criteria:

1. The agency must adhere to the ethical standards and value base of the social work profession.
2. The agency must not participate in discriminatory practices that block persons from access to services.

3. Agency social work staff should have a positive regard for undergraduate social work education in general, and a positive regard specifically for the Christian values of the social work program at Louisiana Christian University.
4. The agency must be able to provide a qualified agency social worker to provide supervision for the student. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Director will serve as the Field Supervisor.
5. The agency must be located within a relatively close distance from the University, but this does not preclude the student from doing a long distance or international placement with permission of the Field Practicum Director.
6. The agency must be able to provide a wide range of services, allowing the student field learning opportunities within a generalist practice context in order to apply classroom knowledge, values, and skills.
7. The agency must be able to provide the student with work space. Where an office is not available, the student should have access to a desk, a telephone, access to any technology necessary to complete field agency assignments, and support services from the staff.
8. The agency must be able to provide a work environment that promotes safety and security for staff and the social work student. In addition, the agency should provide orientation and in-service training on practices that reduce and minimize factors associated with elevated risk in the field practicum setting.

Agencies wishing to serve as Field Practicum sites complete an application form, giving information on the agency and on the experiences the agency can provide. These forms are available on-line, at agency orientation, and in Appendix C3 of the Field Practicum Manual.

4.5 Areas of Practice

Social work is a profession which is practiced in many different and challenging fields. While not exhaustive, the following list indicates the wide variety of practice fields available to social workers:

- Faith-Based Institutions
- Mental health: in-patient, out-patient, adult, adolescent, and child
- Medical: general hospitals, specialty units, public health clinics
- Terminal illness: hospice, home health care
- Corrections: adult and adolescent, probation and parole
- Child welfare: adoptions, child protection, foster care, family services
- International Agencies and Organizations
- Communities and Organizations
- Developmental disabilities
- Domestic violence
- Substance abuse
- Family services
- Homelessness
- Schools

Older adults

*Each of these fields offers social work students an opportunity to engage in generalist social work practice at a variety of practice levels (micro, mezzo, and macro) with individuals, groups, and communities that include issues of social welfare, research, and policy practice to help ensure social justice and the well-being of all people.

4.6 Field Practicum Manual

The Field Practicum Manual is given to each student who completes the Social Work Field Practicum Application, is accepted into the program and is assigned a placement in a community agency or an agency located in another state or country. The Field Practicum Manual contains detailed information related to all aspects of the Field Practicum. The student will receive this manual upon attendance at the Field Orientation Session prior to beginning the practicum.

V. Social Work Program Students' Rights, Opportunities and Resources, 5.0

5.1 Students' Rights and Opportunities to Formulate and Modify Policies Affecting Academic and Student Affairs within the BSW Program

The Bachelor of Social Work Program at Louisiana Christian University seeks to engage students in opportunities to take ownership for their education, further enhancing development of competence and professionalism which is emphasized in the social work profession. This is accomplished through several opportunities afforded to students, both in the BSW Program and in the University at large. These opportunities allow students the right to participate in developing, modifying and enhancing, or reversing policies affecting academic and student affairs. The following sections specify these opportunities:

5.1 a. BSW Program Professional Advisory Committee

The BSW Program has a Professional Advisory Committee consisting of a diverse group of key stakeholders, including students, professional social workers in the community, program alumni, and faculty members. The purpose of the committee is to provide feedback to the program on matters related to curriculum enhancement, field education, the program's learning environment, and the overall direction of the program. This committee is composed of a minimum of six people: two social work faculty members, two professionals from the community, and two students, a junior and a senior social work major. Selection of the student members is made by the social work faculty based on a student's leadership, academic achievement, and the diverse identities and perspectives the student may be able to provide.

5.1 b. Course and Faculty Evaluations Completed by Students

Students have the right and opportunity to participate in course and faculty evaluations each semester. This allows students to give voice anonymously, without fear of reprisal, to any concerns about course policy or instruction, suggestions for course or improvement, or feedback pertaining to the course instructor. Students complete the evaluations in an online format and are notified by the Registrar's office when these evaluations become available.

5.1 c. Student Evaluation of Field Practicum

Students in Field Practicum have the right and responsibility to complete an evaluation of their field experience at the end of the practicum which assists the Field Education Director in modifying or creating policies related to the Field Practicum. This evaluation form is located in the BSW Field Practicum Manual, Appendix C8.

5.1 d. Program Exit Surveys Completed by Students

Upon completion of students' final semester in the BSW Program, students have the right and responsibility to participate in a Program Exit Survey through SWEAP (Social Work Educational Assessment Project) to provide feedback to the program in a variety of areas that ultimately assist faculty in identifying areas for program improvement. This may lead to creation or revision of policies relevant to academic and student affairs. Some of these areas include the program's commitment to diversity, admission policy and procedure, advisement, retention, and termination policies, student participation in program governance, matters related to faculty, administrative structure, program resources, and field education.

5.2 Students' Rights and Opportunities to Formulate and Modify Policies Affecting Academic and Student Affairs Within the University at Large

5.2 a. Louisiana Christian University Code of Student Conduct: Students' Rights and Responsibilities

The BSW Program adheres to Louisiana Christian University's Code of Student Conduct and the Rights and Responsibilities of the Student described therein, as stated in the Undergraduate Catalog under the tab, "*Statements of Compliance*" section, *Policies Governing Conduct: Students' Rights and Responsibilities*.

<https://catalog.lcuniversity.edu/content.php?catoid=14&navoid=701>

5.2 b. Student Government Association

Students have the opportunity to be representatives for the Louisiana Christian University Student Government Association (SGA). There are executive representatives, representatives for each of the residence halls and commuters, and four representatives for each classification of students. According to the LCU Student Handbook, "SGA represents student views and concerns to the faculty and the administration. Governmental leaders participate in policy-making, the judiciary system, institutional planning, and implementation of University programs. Louisiana Christian University SGA is a member of the American Student Government Association (ASGA)."

5.2 c. Student Representation on University Committees

University Committees are another way that students have the opportunity to have input into academic policies and student affairs. According to the Louisiana Christian University 2023-2024 Committee Handbook,

Committees are a vital means in higher education for the facilitation of decision-making and the sharing of responsibility and authority. Committees function to reduce conflict in a University or university; to make decisions more acceptable and better understood; to involve many people who possess special knowledge and skills in the decision-making process; and to provide avenues for the expression of freedom to learn and freedom to teach which characterized quality educational institutions. Committees are also helpful in orienting and integrating newer members into the University community; in providing for feedback of faculty- staff-student attitudes; in transmitting of information; in the coordination of plans and policies; in allowing for interested groups to be represented; and in providing for group rather than individual deliberation and judgment. IN addition, representation by each of the major role groups on campus--faculty, students, administrators—is determined by the function and purposes of the committee. All University Committees have faculty representatives and administrative representatives and, when appropriate, have student members.

Currently three committees have student representatives which are chosen by faculty and administration: The Academic Integrity Committee, The QEP Committee and the Student Accountability Committee. These committees are described as follows in the 2020-2021 Committee Handbook:

5.2 c. i. The Academic Integrity Committee

The Academic Integrity Committee serves to help in the development of guidelines for the Academic Integrity Policy. The committee also serves as the Hearing Board for all appeals regarding Academic Integrity. The committee is composed of faculty members, students, the Provost/Vice President for Academic Affairs, the Coordinator for Academic Integrity, and two other administrative members. Only faculty members and students can serve as members of the Academic Hearing Board.

5.2 c. ii. Quality Enhancement Plan (QEP) Committee

The Quality Enhancement Plan (QEP) Committee provides oversight to ensure that the institution has developed an acceptable QEP plan that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

5.2 c. iii. Student Accountability Committee

The Student Accountability Committee serves as a judicial body in adjudication of cases appealed by a student. It conducts investigations as necessary and makes decisions on disciplinary actions. Members hear all appropriate cases referred by the Coordinator of Student Conduct and Accountability in which he/she feels an original hearing is needed.

5.3 Social Work Program Opportunities for Students to Organize in their interests

The Social Work Program at Louisiana Christian University sponsors two specific student organizations that give students the opportunity to organize in their interests. These organizations are emphasized as being “student-led” organizations.

5.3 a. Social Work Club

Louisiana Christian University Social Work Association (LCUSWA), primarily referred to by students as the “Social Work Club.”

Social work majors and minors have the opportunity to participate in and belong to the Louisiana Christian University Social Work Students’ Association, better known as the “Social Work Club.” The Social Work Club is recognized and approved as a student organization by the Student Government Association (SGA) at Louisiana Christian University, having a chartered constitution which governs the clubs’ membership requirements and responsibilities. Thus, the club is eligible for annual funding and representation at the President’s Table meeting each month. The club annually elects officers who serve in leadership roles to aid in the organization of the club’s efforts.

The club holds monthly officer meetings and membership meetings to encourage participants to voice their ideas and interests related to student involvement in campus and community activities. The club plans and implements service projects, both on the campus and in the surrounding community. This gives members opportunities to develop their advocacy skills, as well as micro and macro practice skills. Members of the club often advocate for vulnerable populations, gaining exposure to a variety of practice areas available, and local agencies in which these take place. The club also allows students to experience community in the context of the larger campus. For example, the club creates a homecoming float and participates in the annual Louisiana Homecoming Parade. The club also participates annually in the Louisiana Christian University *Activities Expo* in which students promote the club and the major of social work to the larger student body. The students in the Social Work Club also desire to promote inclusivity among the larger student body by hosting an annual International Student Party, inviting all international students on campus. Another way the club desires to promote inclusivity is by hosting a party for new social work majors, which was recently incorporated into their annual plan.

Membership in the Louisiana Christian University Social Work Student Association is open to all social work majors and minors who meet the Louisiana Christian University SGA student organization eligibility criteria described in the Louisiana Christian University Student Handbook. This includes a minimum GPA of 2.00 which must be maintained for club membership. Dues are five dollars per semester or ten per year and help to offset the costs of club activities. BSW Program faculty members serve as club co-sponsors for the organization.

5.3 b. Phi Alpha National Honor Society

In November of 1995 an Epsilon Sigma Chapter of Phi Alpha National Social Work Honor Society was formed at Louisiana Christian University. Phi Alpha is an official member of the

Association of University Honor Societies (ACHS). An undergraduate student is eligible for active membership after achieving the following requirements:

1. Have declared social work as a major
2. Have completed at least 48 credit hours towards their degree
3. Completed 9 semester hours of required social work courses
4. Fall into the top 35% of all social work majors rank ordered by GPA in the LCU BSW Program

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. 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 (Phi Alpha Honor Society for Social Work Chapter Handbook, 2019, p. 1).

Students who are members of Phi Alpha are encouraged to nominate and elect officers, and to work with club advisors to plan and implement one activity that promotes scholarship, community service, and leadership development each year. New members pay a one-time \$40 fee which includes the lifetime membership dues paid to Phi Alpha as well as the local chapter fee to help cover the costs of the induction ceremony. Students participate in an induction ceremony and receive a membership certificate. Social work faculty are the co-sponsors of the University chapter.

5.4 Department of Social Work Resources

5.4 a. Multi-media Laboratory Classroom

The Department of Social Work houses a 28 seat multi-media laboratory classroom featuring 40 Chromebooks and charging stations with collaborative seating arrangements. This multi-media lab is primarily used for courses offered within the departments of social work, psychology, and criminal justice, however, may be used by individual students when classes are not in session. Students needing to print information while in this classroom should print to the AH244 printer.

5.4 b. Student Computer Lab

In addition, there is a smaller computer lab within the social work department office suite which is open from 8:00 a.m. until 5:00 p.m. and may be utilized anytime throughout the day. The cost for printing is ten cents per page and payment for copies is to be made to the divisional administrative student assistant. Papers printed from the smaller lab should be printed to the HB wing Kyocera Taskalfa printer. *Please do not save anything to the hard drive of any HB wing computers, they will be cleaned periodically, and all student files will be removed. Bring a flash drive or use the “Cloud” to save your personal work.

5.4 c. Conference Room/ Classroom

The room adjacent to the division suite (242) is also available for students’ use for study, relaxing, group work, or meetings, if no classes are being held at that time. This room is

generally open from 8:00 a.m. to 5:00 p.m. Monday through Thursday and until noon on Fridays pending class or faculty meetings.

5.4 d. Reference Resources Available within the Department

Additionally, a social work student can find an APA Manual, Social Work Dictionary, Social Work Encyclopedia, and several other resources available through the department's social work faculty. These resources are intended to aid the student in research and writing social work papers.

5.4 e. Information Concerning Opportunities

There are also bulletin boards for each of the four areas within the division posted next to the offices of the professors from those disciplines. For social work students, the bulletin board is located between Room 242 and office 261, and it has information/brochures from various graduate programs of social work. Also posted is information related to the social work program concerning local, state, national and global opportunities for social work students. Students are free to browse through them and ask the social work faculty members any questions related to the postings.

5.5 Library Resources

The social work courses taken at Louisiana Christian University have assignments which will help familiarize students with the literature of the profession and specifically with the social work holdings in Norton Library. This will be valuable to students progressing through the program. Several social work courses have Library Guides also known as Research/Course Guides, to give specific instruction in research for certain upper-level courses. These may be accessed through a link on the library home page of the Louisiana Christian University website and on the Bachelor of Social Work Program homepage under *Academic Information*.

The Richard W. Norton Memorial Library provides technologically enriched resources, services, and spaces to foster a community of collaborative teaching, learning, and research. In seeking to fulfill its mission, the library strives to be a key partner in students' academic pursuits, collaborating to achieve success together.

Resources: The library's collections include approximately 100,000 physical items (books, media, and serials) and approximately 435,000 electronic items (300,000 e-books, [140 aggregated databases](#), 47,000 streaming media, and 93,000 e-journals). The library serves as a select depository for [federal and state government documents](#).

Access:

During the semester, the library is open a total of 76.25 hours a week. The operating schedule is as follows:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------------|---------------|---------------|---------------|---------------|--------------|----------|
| 5pm – 10pm | 7:45am – 10pm | 7:45am – 10pm | 7:45am – 10pm | 7:45am – 10pm | 7:45am – 2pm | 10am-2pm |

These hours are customarily extended beginning the week preceding finals through the last day of final exams, offering a total of 87 hours of operation per week. The library observes all University holidays and closures. During its hours of operation, the library's physical collections are available for use by registered users. . Access to the library's online collections is available 24 hours via the Internet. Authorized users, i.e. those currently affiliated with the University, gain access through an authentication software (OCLCU's [EZproxy](#)), allowing them to utilize electronic resources as they would while on campus. There is ease of accessibility to the library to all students including a ramp for wheelchair access to the building and an elevator within the library for access to all floors.

Course Reserves: Each semester, faculty may choose to place reading materials on reserve for equitable access and use. Course reserves are searchable in the library's online catalog, LCUCat, and are typically available for student use in three-hour increments, although faculty may choose other loan periods at their discretion. Materials are available at the library's circulation desk. Course reserves are facilitated through the library's Circulation Services department.

Services/ Borrowing: In addition to traditional borrowing services for the library's physical resources, the library participates in several reciprocal borrowing programs. Within the state, authorized users may visit and borrow materials from other participating academic institutions. Nationally, authorized users may borrow materials from other institutions participating in the ACL Reciprocal Borrowing program. For information on borrowing limits, renewals, fees, etc., see the library's website at <http://laUniversity.libguides.com/borrowing>.

Interlibrary Loan: The library's membership in various organizations (OCLCU, LOUIS, ACL) provides researchers the opportunity to obtain books, journal articles, and other resource materials which are not available through the library's collections. Interlibrary loan allows the library to supplement its collections and enhance research opportunities. Interlibrary loan services may be used to request needed materials, typically at no cost and within a matter of days, depending upon the resource.

Research Assistance: Qualified library faculty and staff use research and course guides, custom tutorial videos, an FAQ, on-site workshops, and classroom instruction to connect students with targeted resources and strategies for conducting research and completing assignments. In addition, research help is available via a variety of communication channels, including e-mail, phone, chat, and text. Research consultations may also be scheduled with a librarian to receive tailored personal research assistance.

Spaces: A variety of study spaces in the library accommodate the learning needs and preferences of students. Located on the first floor, "the commons" provides a comfortable, collaborative space ideal for large group project meetings and is equipped with several mobile whiteboards. Five group study rooms, which can be reserved in advance, offer more privacy for smaller group work. The computer lab offers 20 thin client computer workstations, which are loaded with the Microsoft Office Suite (Access, Excel, PowerPoint, Publisher, Word, etc.), Acrobat Reader, Internet browsers (Chrome, Firefox, IE), and media players (Windows Media and QuickTime).

Wi-Fi is available throughout the building. Individual study carrels are available in the library book stacks. The library's coffee bar, Overdue Brew, provides complementary hot beverages for library visitors.

5.6 Academic Tutorial Services

There are many opportunities for students to receive academic support. For individual assistance, one should first contact the course professor. In addition, Louisiana Christian University has instituted the Student Success Center to assist students with all of their academic needs. The Louisiana Christian University Student Success Center (SSC) is a comprehensive one-stop shop for academic support services on campus. The goal of the SSC is to increase retention by providing students with access to free tutoring in core courses, thereby fostering the independent, critical thinking skills they need to succeed in University and beyond. Located in the Norton Library, the SSC offers a range of academic assistance in the form of individual tutoring, study groups, and other support services for LCU's student body. Students meet with peer tutors who have excelled in the course they are tutoring in and who have been trained to facilitate discussion on course content. All of the programs and initiatives offered in the Center are free for LCU students.

5.7 Assistance in Writing

The first stop for writing help is the Writing Center, located in the Student Success Center. Trained writing assistants work one-on-one with students on every aspect of the writing process. Students are typically asked to make appointments, but walk-ins are welcome if an appointment is available.

The Writing Center provides free help on writing assignments, including:

- Analytical essays
- Argumentative essays
- Response papers
- Research papers in all majors
- Book reports and reviews
- Film and drama reviews
- Lab reports
- Critiques
- Proposals, business reports, letters, and memos
- Service-learning writing projects

Students receive help with all phases of the writing process, from brainstorming ideas to synthesizing sources, tightening arguments, and revising for clarity and style. Writing assistants do not edit or correct students' papers; instead, they work with students to help them strengthen their critical thinking skills and improve their own writing. The goal of the Writing Center is to help you become a better and more confident writer. In addition, the Center houses resources such as reference guides to help you with citations. This is especially helpful in writing your papers according to APA format. The Writing Center is located in the library.

5.8 Special Services and Disabilities Accommodations

Louisiana Christian University is committed to following Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 as amended in 2008, and other applicable federal and state regulations and university policies which prohibit discrimination on the basis of disability. Under these laws, students with a documented disability have a right to receive reasonable accommodations. Students also have responsibilities under these laws. 38 Student Rights and Responsibilities Students with disabilities have the right to:

- An equal opportunity to learn.
- An equal opportunity to participate in and benefit from the academic community. Students with disabilities shall be responsible for:
 - Registering with Student Success Center Special Services.
 - Submitting documentation of a disability from a qualified and appropriate professional that demonstrates how the disability affects/impacts a particular delivery system, instructional method, or evaluation criteria when requesting accommodations.
 - Completing a Student Success Center orientation prior to receiving accommodations.
 - Requesting accommodations through the Student Success Center each semester in a timely manner.
 - Meeting with faculty and other service providers to discuss accommodations as needed. Information about the disability is confidential.
 - Notifying Student Success Center of any issues, concerns, or delays in receiving requested accommodations in a timely manner.
 - Meeting and maintaining fundamental academic standards of the Louisiana Christian University. Students who have greater needs may choose to enroll in the Student Success Center Special Services. Through this program, extensive individualized tutoring is arranged. Assistance can be provided with note taking, study skills, time management, research, paper writing, etc. Audio books are available. Test accommodations can be arranged, e.g., in a distraction-free environment or with extended time. Louisiana Christian University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student must take the lead in registering with Student Success Center Special Services and submitting requests for accommodations each semester. For more information, contact the Student Success Center (318-487-7629).

5.9 Student Counseling Services

Personal problems, whether from within or beyond the University environment, sometimes divert students from their educational goals. Confidential counseling appointments with a Master's level licensed counselor are available to students free of charge. These services are available Mondays through Thursday between 8:30 a.m.– 4:30 p.m. and on Friday 8:30 a.m. - 12:00 p.m. on the 2nd floor of the Hixson Student Center. Students may call 318-487-7420 or 318-487-7134 to request an appointment. These services are designed to help students address and talk about their concerns with the goal that they will be able to achieve personal and academic success. Sessions may be limited to five sessions; however, if long-term counseling is determined we will assist with a referral to the appropriate agency.

5.10 Career Opportunities in Social Work

According to reports from the U.S. Department of Labor's Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, 2019-2020 Edition, social work is one of the fastest growing careers in the United States. Overall employment of social workers is projected to grow 13 percent from 2019 to 2029, much faster than the average for all occupations. Employment growth will vary by specialization. Currently, over 700,000 people hold social work jobs. Over 40% of all disaster mental health volunteers trained by the American Red Cross are professional social workers. There are over 170 social workers in national, state, and local elected office, including two U.S. Senators and four U.S. Representatives. Today, 48 special interest social work organizations contribute to the vitality and credibility of the social work profession.

Of those who graduate with a BSW from Louisiana Christian University, approximately two-thirds seek an MSW or some choose to pursue other graduate degrees. The students who do not immediately attend graduate schools enter social work employment following graduation. This includes jobs in both the public and private sectors of agency practice. It is the exception rather than the rule that Louisiana Christian University social work graduates are unable to find social work jobs once they complete their education. Many of LCU Social Work graduates have job offers before or immediately after graduation.

VI. APPENDICES

6.1 Appendix A

**Louisiana Christian University
Application for Student Admission to Social Work Program**

Completion of this form is a part of the process for admission into the Social Work Program at Louisiana Christian University. The information you provide will assist the social work faculty in evaluating your readiness to enter the program and in on-going advising as you continue your academic work at the University. It will also prompt your own evaluation of the skills and talents you bring to the profession. Knowingly making false written or oral statements during the admissions process could result in denial of admission to the program. Please use extra paper to complete the lengthy portions of your responses.

Date of Application: _____ **Student ID:** _____

Name: _____

Biographic/Demographic Information (Optional)

- **Information is needed by the program for statistical purposes.**
- **Age:** _____
- **Sex:** _____ Female _____ Male
- **Race:** _____ American Indian/Native American _____ Asian or Pacific Islander
_____ African American/Other, Black
_____ Chicano/Mexican American
_____ Other Latino/Hispanic _____ Puerto Rican
_____ White, Non-Hispanic _____ Other Group(s)
(Specify) _____
- **Person with a Disability:** _____ Yes _____ No

Student's Louisiana Christian University Address: _____

Student's Cell Telephone Number: _____

Student's Permanent Address: _____

Email Address: _____

Extracurricular Activities, Current Jobs, Interests, Hobbies:

Have you ever been convicted of a felony? _____ Yes _____ No

If you checked “yes,” please explain the circumstances:

Educational Information

Current Classification: _____ Sophomore _____ Junior _____ Senior

Date Entered Louisiana Christian University: _____

Expected Date of Graduation: _____

Prerequisite Courses Completed: (courses requiring grade no less than “C” are marked by *)
(student must have completed a total of 30 semester hour credits)

| | GRADE |
|-----------------------------|--------------|
| Natural Sciences (4 hours): | |
| Lecture | _____ (3) |
| Corresponding Lab | _____ (1) |
| English 101* | _____ |
| English 102* | _____ |
| History 104 | _____ |
| History 105 | _____ |
| Psychology 220 | _____ |
| Social Work 101* | _____ |
| CA 150 | _____ |

Current Grade Point Average (Must Have Cumulative GPA of At Least 2.5): _____

What is Your Plan for Completing Any Prerequisite Courses Not Yet Completed?

Professional Information

List and describe any paid or volunteer experiences you have had working with people, including the setting, age groups, and the nature of your work. Do not list the observation experience you had as part of Social Work 101.

Personal Information

Discuss your reasons/motivations for wanting to become a social worker.

Who or what has been most influential in your decision to become a social worker?

Your definition of generalist social work practice:

Identify the values of Social Work Practice and briefly describe how they align with your values.

What do you see as your strengths and limitations in working with people?

Future Professional Plans are:

Please sign and date the following program pre-admission statements:

1. I have read the Louisiana Christian University Social Work Student Handbook and understand the requirements of the program.
2. I understand the core values of the social work profession and agree to attempt to reflect the principles that flow from them in carrying out the mission of the profession, which is to enhance human well-being and to help meet the needs of all people.
3. I give permission to the Louisiana Christian University Bachelor of Social Work Program to release the information contained on this application to those serving on the Social Work Admissions Committee.
4. I understand that admission to the social work major does not guarantee admission to Field Instruction and that the admission to Field Instruction requires a separate application.
5. I give my advisor permission to discuss my progress in the program with the Social Work Admissions Committee and Social Work Department faculty members.
6. I understand that although I am admitted to the Social Work Program, my progress will be monitored by the Social Work Faculty and the Social Work Admissions Committee, and they have the right and responsibility to request reassessment of my suitability for the Social Work Program. I understand that I have the right to appeal any decision made by the Social Work Program Admissions Committee, utilizing the appeals process outlined in the Louisiana Christian University Catalog. I confirm that all questions on the application for the professional program have been answered truthfully and to the best of my ability. I understand that if it is discovered during the application process, or at any time afterward, that I have provided false and/or misleading information I may be subject to expulsion from the Social Work Program.

Signature

Date

NOTE: The date of your admission interview, as well as the names of the faculty and Advisory Committee members participating in the process will be given to you at a later date.

Louisiana Christian University

Social Work Program

Admissions Committee Evaluation Form

Student's Name _____ Date _____

Committee Members in Attendance: _____

| | Yes | No | Comments |
|--|-----|----|----------|
| Student has completed 30 semester hours | | | |
| Cumulative 2.5 GPA | | | |
| Read & signed BSW Program Pre-Admission Statements | | | |
| Prerequisite courses completed | | | |

Average Admissions' Score Based upon Program Application and Interview Rubrics: _____

Prerequisite Courses Completed: (courses requiring grade no less than "C" are marked by *)

| | GRADE |
|-----------------------------|-----------|
| Natural Sciences (4 hours): | |
| Lecture | _____ (3) |
| Corresponding Lab | _____ (1) |
| English 101* | _____ |
| English 102* | _____ |
| History 104 | _____ |
| History 105 | _____ |
| Psychology 220 | _____ |
| Social Work 101* | _____ |
| CA 150 | _____ |

Other Central Curriculum Courses Completed: _____

6.3 Appendix C

Bachelor of Social Work Program Application and Interview Rubric

Student Applicant’s Name: _____ Date of Interview: _____

Committee Member Completing Rubric: _____

| Criteria | 3 Exceeds Standards | 2 Meets Standards | 1 Does not meet Standards | Applicant’s Score & Comments: |
|---|---|---|--|-------------------------------|
| 1) Professionalism: (communication skills; dress; demeanor) | <ul style="list-style-type: none"> • Arrived 5 minutes prior to interview • Dressed professionally in “business casual” attire at minimum • Confidently smiled and greeted interview committee • Maintained appropriate level of eye contact with each of the interviewers • Demonstrated appropriate body language and attending skills • Used appropriate voice volume, tone, and rate of speech • Demonstrated friendly and engaging demeanor | <ul style="list-style-type: none"> • Arrived on time for interview • Dress was not at the minimum professional “business casual” attire but was not necessarily inappropriate • Smiled and greet committee, but was nervous, lacking confidence • Eye contact was good. Tended to make more eye contact with some members of committee rather than others • Body language and attending skills were average w/ occasional distracting movements • Average voice volume, tone, rate of speech – lacking confidence at times • Demonstrated friendliness, but somewhat quiet and timid | <ul style="list-style-type: none"> • Did not arrive on time for interview • Dress was not professional and was inappropriate for interview • Did not smile or greet committee • Poor eye contact. Looked away frequently • Body language was distracting/ poor attending skills • Voice tone/volume /rate of speech <ul style="list-style-type: none"> - Too soft or loud - Too fast or slow • Did not adequately engage others and did not have a friendly demeanor | |

| | | | | |
|---|--|---|--|--|
| <p>2) Knowledge of Social Work Profession: (knowledge of generalist practice, social work values & ethics, vulnerable populations, diversity, levels of practice, etc. (both oral and/or written application))</p> | <ul style="list-style-type: none"> • Articulated exceptional knowledge of generalist social work practice • Verbalized in-depth understanding of social work values and ethics • Verbalized substantial knowledge of working with vulnerable populations • Articulated considerable appreciation for diversity | <ul style="list-style-type: none"> • Articulated knowledge of generalist social work practice • Verbalized a good understanding of social work values and ethics • Verbalized acceptable knowledge of working with vulnerable populations • Articulated an appreciation for diverse populations | <ul style="list-style-type: none"> • Did not articulate knowledge of generalist social work practice • Verbalized minimal understanding of social work values and ethics • Verbalized minimal knowledge of working with vulnerable populations • Did not articulate any appreciation for diversity | |
| <p>3) Desire to Serve Vulnerable Populations through the profession of Social work & Reasons for Pursuing Social Work Degree</p> | <ul style="list-style-type: none"> • Verbalized an immense passion/desire to serve vulnerable populations through the sw profession • Verbalized in-depth self-insight into reasons for pursuing a social work degree | <ul style="list-style-type: none"> • Verbalized a passion/desire to serve vulnerable populations through the sw profession. • Verbalized self-insight into reasons for pursuing a social work degree | <ul style="list-style-type: none"> • Did not verbalize a desire to serve vulnerable populations • Demonstrated lack of self-insight into reasons for pursuing a social work degree | |
| <p>4) Written Application:</p> | <ul style="list-style-type: none"> • Written responses were well thought out and thorough. • Content of responses demonstrated student's exceptional ability to self-reflect with honesty and in-depth personal insight. • Overall application was neat and virtually error-free | <ul style="list-style-type: none"> • Written responses were sufficient, but could have been more detailed • Content of responses demonstrated sufficient ability to self-reflect with honesty and personal insight • Overall application was neat, however, contained a few errors | <ul style="list-style-type: none"> • Written responses were minimal and not thorough enough • Content of responses demonstrated student's lack of ability to self-reflect or give personal insight; responses were guarded, not open and honest • Application was sloppy and contained numerous errors | |
| <p>5) Coursework Criteria:</p> | <ul style="list-style-type: none"> • Student has completed all coursework pre-requisites. | <ul style="list-style-type: none"> • Student has completed nearly all coursework pre-requisites, and is currently | <ul style="list-style-type: none"> • Student has not completed all coursework pre-requisites, yet is currently | |

| | | | | |
|---------------------|--|----------------------------------|---|--|
| | | enrolled in remaining course(s). | enrolled in needed coursework, and has one course to complete next semester. | |
| Total Score: | | | | |

Additional Comments:

Please Circle Your Overall Recommendation for Program Admission:

Admit with High Recommendation: (Score of 10-15)

Admit with reservations and recommendation for faculty monitoring: (Score of 8-9)

Admission not recommended at this time: (Score 7 or below)

Louisiana Christian University

Social Work Program

Decision Regarding Acceptance to BSW Program

Student's Name: _____

_____ Accepted into the social work program

_____ Provisionally accepted into the social work program

Contingency Plan: Student has one semester to complete any outstanding admission requirements. Failure to complete these requirements within the specified time frame may jeopardize acceptance into the social work program. Requirements to be completed in the FALL/ SPRING _____ semester:

_____ Not accepted into the social work program

Reason(s) not accepted:

_____ Student advised of decision; letter attached

Signed: _____

Date: _____

6.5 Appendix E

CSWE 2022 Educational Policy and Accreditation Standards Link

NASW Code of Ethics (2021) Link

Baptist Faith and Message, 2000 Link

**For the CSWE 2022 Educational Policy and Accreditation Standards in its entirety, please refer to the link:

<https://www.cswe.org/accreditation/policies-process/2022epas/>

**For the NASW 2021 Code of Ethics, please refer to the link:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**For the Baptist Faith and Message 2000, please refer to the link:

<http://www.sbc.net/bfm2000/bfm2000.asp>

VII. References

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